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OF THE
National
Vocational Guidance Association

BEING THE
FOURTH NATIONAL CONFERENCE
ON

Vocational Guidance

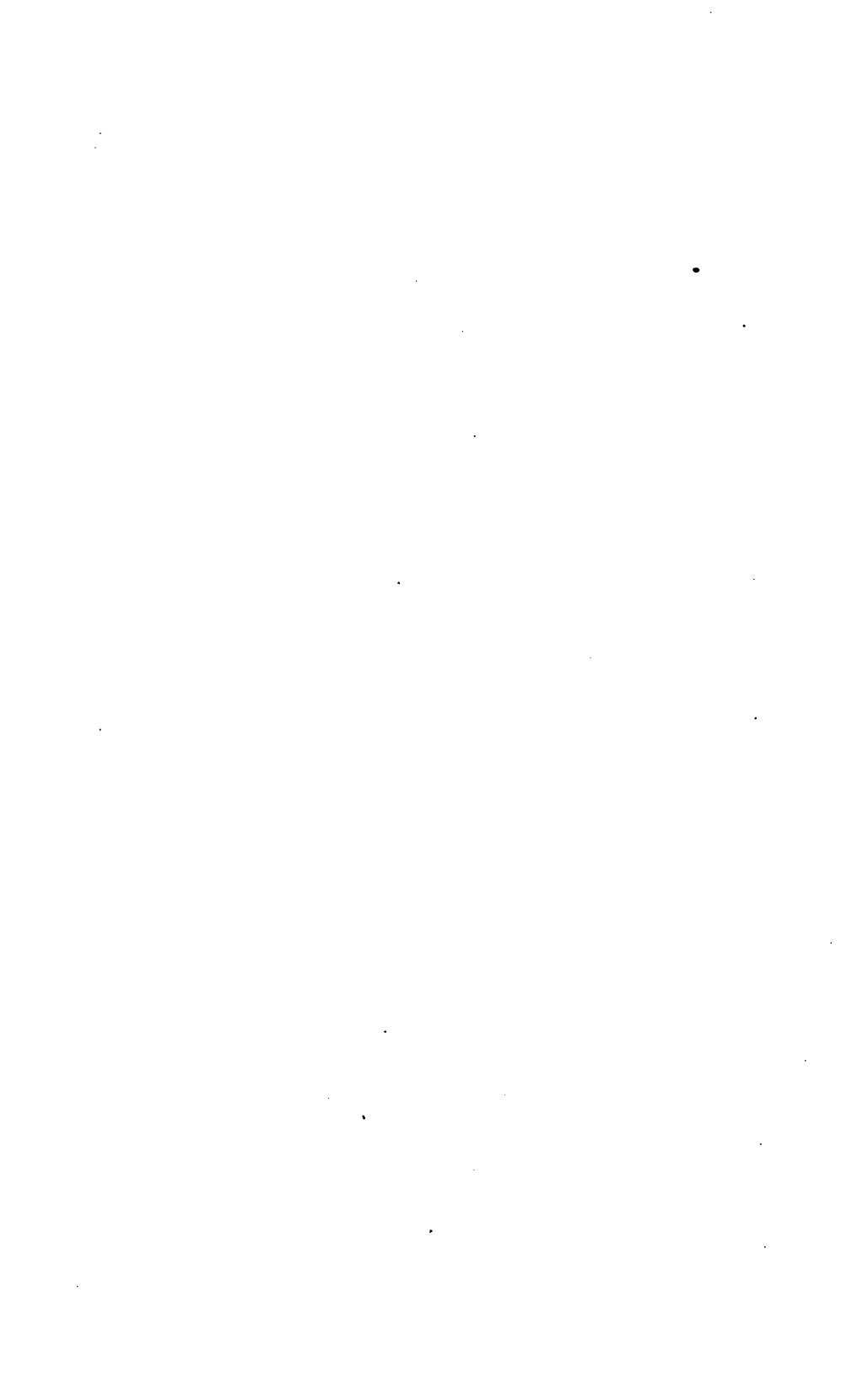
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DECEMBER 7-9, 1914

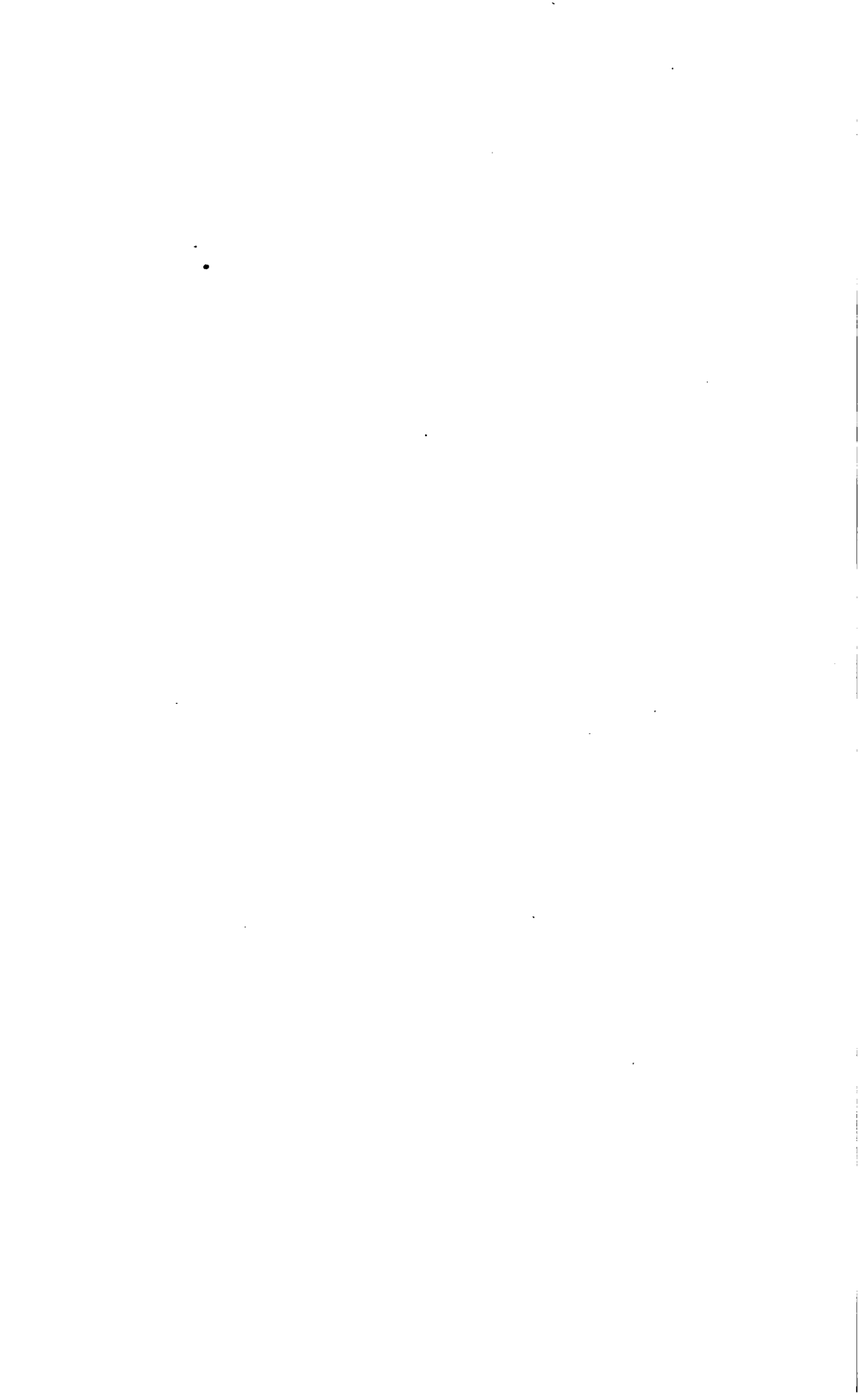
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National Vocational Guidance Association

SECOND ANNUAL MEETING

Richmond, Virginia, December 7-9, 1914

The second annual meeting of the National Vocational Guidance Association, being the fourth National Conference, was held at Richmond, Virginia, December seventh, eighth and ninth, 1914. At this meeting a permanent constitution was adopted. It was decided to hold a Panama-Pacific Conference during the summer under the auspices of the Association. The following officers were elected for the ensuing year:

OFFICERS

President:

PRINCIPAL JESSE B. DAVIS,
Vocational Director,
Grand Rapids, Mich.

Secretary:

W. CARSON RYAN, JR.,
Bureau of Education,
Washington, D. C.

Vice President:

MISS ANNE S. DAVIS,
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MR. FRANKLIN B. DYER,
Superintendent of Schools,
Boston, Mass.

MR. MEYER BLOOMFIELD,
Director, Vocation Bureau,
Boston, Mass.

PAPERS AND ADDRESSES

Richmond Convention, 1914

ADDRESS BY THE PRESIDENT

PROFESSOR FRANK M. LEAVITT
UNIVERSITY OF CHICAGO

Every human organization is subject to reformation, in fact must be revised and re-organized from time to time to insure its very existence. If such reformation is gradual, and comes mainly from vital influences within the organization, we call it evolution. If it comes abruptly, because of pressure from without, we call it revolution.

The Public School System is no exception to this rule. If, for too long a period, it fails to re-adjust itself to the needs of the people it is sure to be acted upon by influences from without, and this action, if it assumes sufficient proportions, may constitute a real demand.

Both industrial education and vocational guidance have been demanded by agencies outside of the school, but I think we may safely say that the vocational guidance movement today represents the most serious and conscious effort, on the part of American educators, to save the public school system from needless revolution by adequate re-adjustment and growth from within.

In the past very largely, and in the present frequently, the schools take too seriously their selective function. That is to say it has been the business of the sixth grade to determine what children should have a seventh grade education; of the eighth grade to determine what children should have a high school education; of the high school to determine what pupils should go to college; and of the college to certify those who ought to attempt work in the professional schools. In short, the business of the school at each step of the way has been to select those who are fit to "go on."

The schools, until recently, have failed to note that every pupil is "going on" to some end and that the education of each individual should be such as would function in his own life experiences, no matter whether his destination be the factory or a profession.

And so American educators have come to see that whatever may be the ultimate solution of the problems of industrial education.

vocational guidance is fundamentally a school function. While it must enlist all possible sympathy and co-operation on the part of parents and possible employers, the school must assume the major responsibility for guidance. As Mrs. Fernandez has so well said: "vocational guidance means guidance for training, not guidance for jobs,"—a fact which is generally overlooked by the commercial interests,—witness the experience of the Buffalo Chamber of Commerce.

And so the National Vocational Guidance Association has accepted the hospitality of the City of Richmond and is meeting in connection with the National Society for the Promotion of Industrial Education because we wish to get all the information and inspiration possible from the accumulated results of your survey and from the enthusiasm which it has engendered. We also wish to fortify ourselves, and those who look to us for information, against the assumption that the schools can be relieved from any part of their high responsibility,—a responsibility which cannot ignore anything which is even remotely related to the education of the rising generation.

Just a year ago, at the request of the editor of "The Survey" to forecast what the year 1914 should bring forth in the field of vocational education and vocational guidance, I wrote a brief article for that magazine, part of which was as follows:

"While the vocational guidance movement will ultimately influence educational practice from the elementary school through the university, the most important service which it should render in 1914 is to secure progress toward a larger social control over the school life and the vocational experiences of all children between the ages of fourteen and eighteen."

"All the elements of such supervision already exist but are isolated and unrelated. We have school attendance laws, factory inspection, prohibition of certain forms of child employment, and the regulation of hours and conditions of labor in others."

"What the year 1914 ought to develop is a consciousness, in one or more progressive communities, that all these beneficent regulations of child employment should be corralated and administered through one agency, and that the department of public instruction is the logical instrument for this purpose."

Dr. Devine, speaking in this city last February, before the Department of Superintendence of the National Educational Association, gave his hearers a splendid vision of the duties which a school system should assume. After declaring that the persistent problems of social economy, are poverty, disease and crime, and that the conventional remedies for these, namely relief, medicine and jails do not cure, he said in part:

"The omnipresent local social economist is the school. The assumption of social responsibility for poverty, disease and crime, clearly involves the transformation of the school."

"And what this means is, first, a different training of teachers; second, a new curriculum and third, more vital and diversified contacts between the school and the adult community."

"The social economist holds that the prevention of poverty, disease and crime is the first, elementary, fundamental obligation of the public school system. This demand for re-examination of the curriculum in the light of this primary obligation is radical and insistent. It is not to be put off by any plea of a crowded course of study or conflicting demands from other quarters. It is not a class demand, or a fad and fancy, or an external pressure as might come from a university or from commerce and industry. It is simply a formulation of the universal, social need, of a vital condition of social health and progress, nay, in the last analysis of social existence."

In May the National Society began the Richmond survey and has recently given out a synopsis of its findings. Some of us have come down to this meeting hoping that we may be convinced that Richmond has measured up to the requirements set by the two quotations just given, and has become conscious that the giving of industrial education and vocational guidance by its school system is of first importance.

The National Vocational Guidance Association has come to Richmond, hoping to play its part in the progress which this city is making toward the assumption of its full responsibility for organizing and maintaining what may well be called a glorified public school system.

A.—Practical Phases of Vocational Guidance

THE STREET AND THE START IN LIFE

PHILIP DAVIS

FORMERLY SUPERVISOR STREET TRADES (BOSTON SCHOOL COMMITTEE)

In this country there are about 120,000 children and youth engaged in street trades. They enter these trades haphazardly, by mere accident, often during their early years in school. Habit keeps many of them on the street long after they leave school, indeed, years after they have outgrown these trades. The large cities are full of overgrown newsboys, bootblacks and messenger boys.

Many school children also enter into street trades less known than selling papers or shining shoes and perhaps more far-reaching in influence than either. In Boston, 500 children are at work daily at the dumps as scavengers. These child scavengers are living a life entirely unknown to the parents and teachers who are seeking to make them good and useful citizens. Many school children are daily at work after school hours and on Saturdays in the markets picking up what they can, or "swiping" off push-carts.

The effect of these street trades on the vocational careers of our children is obvious. But the influence of the street on the start in life is much wider than that of the street trades alone. The street is daily suggesting careers, good and bad, to hundreds of city children. Its influence for good is exemplified in some of our merchant princes now carrying on huge department stores, the outgrowth of the peddler's pack. Its influence at its worst is exemplified in the gunmen of the East Side, the finished product of the street. The street thus may lead to a right start or a wrong start. It is therefore supremely important to know the street at its best and worst.

Two sets of illustrations will help us to understand this great factor in child life. An East Side social worker found that boys who help handle the horses in connection with the antiquated horse cars eventually become truck drivers. The opportunity to ride or drive a horse, the birthright of every country boy, is so rare in city lives that the boy who knows how to handle one is at a premium.

Similarly the numerous early morning helpers on milk teams become milk wagon drivers later on. Tenders of push carts soon come to own their own stands and in some instances their own stores. These instances, like those of the newsboy banker, are responsible for the

general notion that the child worker of today is the successful citizen of tomorrow. This would mean that the street influence on the start in life is always good. We all know better.

Not only do many street traders end in failure but the street unfits some children for any work whatever. Indoor factory life becomes distasteful to one who has roamed the streets for fifteen years and the habits of begging and gambling, "bunking-out" and tramping, acquired by many are injurious to any industrial career whatever.

The influence of the street gang on the start in life is especially subtle. It works in two ways. The Ipswich mills in Massachusetts found great difficulty in keeping their boys, who on investigation were found to be completely under the suasion of the street gang. The gang seeing the danger of its breakdown successfully resisted any member's plan of going to work.

On the other hand a piano company in Cambridgeport, Massachusetts, found that the gang used the factory to perpetuate its own existence by delegating one member at a time to work a few weeks on condition that he contribute to the maintenance of the group. These instances come from the employment managers of these firms.

The good and evil of gang life has long been recognized but here is need for new light on the gang; its influence on the start in life. Since the gang is the typical product of the street we must go back to the street itself for enlightenment. What we need therefore is a survey of street life. This is an unexplored field.

The Education Acts of England and Germany call for just such information. This country has made frequent studies of country life, home life and school life. I submit that it is equally urgent to make a similar study of street life and influences. So strong are these influences that the leading cities have already appointed police-women to control those affecting recreation. At least two cities have supervisors of street trades to control those affecting work.

These new types of service will undoubtedly be extended everywhere. Like the continuation schools, playgrounds and social centers, street supervision will materially aid in taking children off the street. It stands to reason that every increase of work and play opportunities of this kind decreases the influence of the street.

But a complete survey of the influence of the street on the start in life would undoubtedly disclose that this country needs in addition to these beneficent child-saving agencies, a national system of Juvenile Labor Exchanges. The facts gathered by a street survey such as is advocated here would, in the hands of a Juvenile Labor Exchange become the basis for follow-up work of a unique character and of supreme social value. We would thus be in a position to give not only street information but street guidance to children and parents alike. And above all give the right kind of work as a sure substitute for street loafing.

DEXTERITY AND SKILL IN RELATION TO VOCATIONAL GUIDANCE

MISS ANNA C. HEDGES

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A consideration of dexterity and skill in relation to vocational guidance is suggestive and helpful to those whose interest lies with the young.

Dexterity may be regarded as mental and manual.

Mental dexterity is readiness in the ordering of thought and moods.

Manual dexterity is expertness in the manipulation of tools and materials.

Well balanced people are both mentally and manually dexterous.

Skill is dexterity specially applied with speed and accuracy.

Machine operating in factories is a form of manual dexterity which requires operative skill. This skill is gained quickly in the factory, especially if the applicant is young and has acquired diversified manual dexterity through practice in manipulation of material and tools of many kinds.

Diversified dexterity, or practice with many materials and tools affects extent and degree of skill attainable, through experience with a wide range of common elements in the manipulation of materials and tools. But skill in any one operation may exist without diversified dexterity. A person of simple mentality and slight dexterity may by application and persistence become skillful in doing a simple operation, but lacks resources when deprived of this particular work, and is often unable to adapt to other lines. This is a frequent cause of unemployment.

We speak loosely and inaccurately of skilled and unskilled trades, when, in point of fact, every industrial operation requires skill. Specialization in work processes has materially intensified work requirements. It is because of lack of diversified dexterity, inability to adapt readily and speedily, and because employers have not the educator's spirit when they regard the human element secondary to material production, that we have, if not the blind alley job, at least the blind alley boy or girl.

One's power of accomplishment is limited by the extent and degree of his dexterity. In the person who is not mentally dexterous, thought is confused and tends to indirection and vagueness. Those who lack manual dexterity either fail to get things done, do them poorly, or do them awkwardly. Dexterity increases accomplishment, broadens mental comprehension, fosters rational thought, and inhibits intellectual vagaries. Hence a right understanding of what it means to be dexterous handed is vitally important in Vocational Guidance. The Vocational adviser should be able to diagnose clearly the degree and type of dexterity possessed by the worker and the requirements of the work in

relation to dexterity. Without some such check-rein, the momentum of some educational theories to provide the student with a means of existence will favor the acquisition and skill at the expense of a broader technique and larger intelligence which make for adaptability.

PRINCIPLES UNDERLYING GUIDANCE.

In this discussion a few principles underlying guidance will be considered, basic to which is the thought that it is as futile for a man to attempt to guide girls into women's work as for a woman to attempt to guide boys into men's work. Guidance presumes:

FIRST. Ability to analyze correctly workers and work; sex-difference obstructs sex-understanding.

SECOND. That guidance may be direct or indirect.

Direct guidance is advice as to placement. It may meet the immediate need for work, but may also involve the danger of inappreciation of latent human power, for human aptitudes often remain unrevealed. Indirect guidance deals with human handicaps which are discoverable, and with work limitations. It is constructive as is preventive medicine, and is more safe and fruitful than direct guidance, which treats the present need, as does remedial medicine, but may delay and harm the final or best results.

Indirect guidance is continuous guidance throughout youth. It implies the elimination from school practice of waste of time and effort in merely formed book-work; the incorporation of repeated and varied human experience and human relationship in work and play; the addition of hand and mechanical work which profitably concerns persons, things, situations.

THIRD. That self guidance is a natural result of diversified dexterity.

School methods urgently need revision along lines of interest, application, industry, health, and dexterity. Frivolity on the part of applicants for work, lack of interest in work, physical disability, lack of energy, indifference to work, or work unsuited to individual needs, are all handicaps to good wage earning.

Accuracy is another vital qualification toward which every school day should contribute its training. Unsuspected eye defects often cause poor work. These defects should have been discovered in school and either remedied or made the condition or rejection for work requiring keen vision.

Teachers who know the requirements of many industrial processes will be able to point out the individual handicap in each employment. Thus by elimination the best possible avenues for progressive wage-earning will be revealed, leaving to the choice of the individual placing of himself in the lines of work best adapted to him. What is needed is vocational guidance to prevent getting into the wrong channel, by

helping the individual to avoid mistakes. The responsibility of work selection, then, rests properly on the worker, who himself makes the choice.

VOCATIONAL GUIDANCE—A FUNCTION OF THE UNIVERSITY

PROFESSOR J. D. ELLIFF

UNIVERSITY OF MISSOURI

The universities have always stood for the highest standard of scholarship and the most thorough training for the professions. They are today the only institutions that make any conscious attempt to select and train men and women for the highest type of leadership and professional service. The demand for highly trained men and women, (and by higher training is meant those whose preparation for a profession is roughly measured by the completion of a six years university course) is greater now than it has ever been. To supply this demand is the aim and function of the university—is the real reason for its existence.

With the marvelous growth of the public high schools and the accompanying growth of the universities has come many new administrative problems. Instead of training a few men for the professions of law and medicine, we are now training many men and women for a multitude of professions. THE UNIVERSITIES ARE TRAINING AN INCREASING NUMBER OF HIGH SCHOOL GRADUATES FOR AN EVER INCREASING NUMBER OF PROFESSIONS. We now have graduate schools, schools of law, medicine, journalism, theology, engineering, forestry, agriculture. In each of these there is opportunity for specialization so that instead of two or three so-called learned professions we now have two or three score. The engineer who has spent six years in the school of engineering is just as truly a professional man as is his classmate who has spent the same time in a law school.

So long as the professional training was comparatively narrow and confined to the selected few the problem was simple. The university was not particularly concerned about the selection of its students and consequently gave the maximum amount of time and effort to the training of such students as entered its professional schools. We believe that the time has now come when more attention should be given to the selection of students for the professions. In other words, we believe that a little vocational guidance is needed in the university.

The average high-school graduate is, in a certain sense, a selected individual. This, however, does not mean that he can succeed in any profession taught in the university. There are marked differences in individuals, differences due to inheritance and environment and these should be taken into account in planning the life work of the college student. A youth might, with university training, succeed in any one

of several professions but he would not succeed equally well in all and he might be doomed by inheritance in some one. To verify this statement you only need to look about you until you find a college trained man who is unhappy or inefficient in his work.

Again, paradoxical as it may seem, the college freshman is younger now than he was twenty or even ten years ago and is less qualified to make a wise choice of a profession. The raw material of which college students are made, the high school graduate, is quite a different product from that turned out by the private preparatory school twenty-five years ago. Present day college freshmen, like Gaul may be divided into three parts.

FIRST. Those who have made a good record in the high school, have some definite purpose, are ambitious and ready to profit by the advanced instruction offered. About all that this class needs is a chance.

SECOND. Those who go to college because their friends go or because they have nothing better to do or, perhaps, because it is the fashionable thing. These need guidance.

THIRD. A class aptly classified by Dean Reed of the University of Michigan as the intellectual hoboes. They are the fellows who are strong for the larger life—that is for fraternities, theatres, college politics, hazing, class rushes, dances and other time wasting devices. This class needs both discipline and guidance. These are the survival of the high school's "unfittest." It is this class that gives the most of the college failures. When we consider the size of this class, we should not be surprised that some few of the world's misfits and failures are college graduates.

We know that most failures are due to one or two causes.

FIRST. Failure to choose the right vocation. By the right vocation is meant one in harmony with one's dominant interests, capacities and future prospects. This failure takes two forms;

- (a) A choice of the wrong vocation.
- (b) The choice of none.

SECOND. Failure to make adequate preparation for any vocation. The youth who makes a wise choice of a vocation and makes adequate preparation for it can not fail. Too many students get through high school and college with no adequate knowledge of self, no definite aim or purpose, with no real grasp of what Doctor Elliott has so aptly called the "life career motive." To say that this is the fault of the high school does not change the situation in the least for we know that few high schools make any attempt at vocational guidance. Until they do the universities must, in so far as its own students are concerned, make good the deficiency.

No university can afford to waste its time and energy in trying to teach a profession to a man who has no aptitude for and no interest

in it. The only possible way to prevent this waste is to give more attention to the selection of the individual students who seek admission to the professional schools.

Guidance is implied in every valid statement of the aim of secondary education. By secondary education I mean the four year high school and two years in the college of Arts and Science, the full requirement for admission to the professional schools. These six years, corresponding as they usually do to the period of adolescence, are the real spring-time of life and are all for the purpose of education worth more than the fourteen preceding or the fifty years that may follow.

I have neither time nor inclination to go into a discussion of educational aims. I must, however, in order to give you my point of view, say a word about the aim of adolescent education. During this period the school should do three things for its students:

FIRST. It should extend the general or cultured education of its students. That the elementary school does not offer sufficient training for any type of efficient service is shown by the fact that every state in the union has made definite provision for free high schools.

SECOND. It should lead the student to discover himself, to learn what his own dominant interests are.

THIRD. Having realized these aims the school should give him the best training possible to fit him for his chosen profession.

So fundamentally important are these aims that they should be the guiding principles in determining all matters of organization and administration.

That it is possible for the school to do this may be taken for granted. Our problem therefore is:

FIRST. To encourage and assist the student to make a good self-analysis, to know himself, to know his own dominant interests, capacities and limitations.

SECOND. To give him a vocational vision. To give him some knowledge of the world's work and its opportunities for him and in the light of this knowledge lead him to face squarely the problem of his life's work.

THIRD. To aid and guide him in making a choice.

FOURTH. To give him the best possible opportunity to make thorough professional training.

FIFTH. To find a position for him when he has completed the course.

WAYS AND MEANS

Time will not admit of any detailed discussion of ways and means. All the means available to any school or any bureau are available in the university and in addition other means not found in any other institution.

The method will be essentially the same as used in our better high schools.

If guidance is possible in any educational institution, it is in the university. The students are at an age when their characteristic traits are easily observable and have reached the point where the importance of making a choice should be appreciated. Let us note very briefly some of the means available.

FIRST. TO AID STUDENTS IN MAKING A CAREFUL SELF-ANALYSIS, WE CAN HAVE:

(a) The contribution of his parents. This may be easily obtained by carefully planned correspondence. Most parents are vitally interested in this phase of their children's education as is shown by the many requests for advice concerning what school to enter, what courses to take, "what shall I do with my boy?"

(b) We can secure the student's own contribution. We should do this through a carefully prepared list of questions, together with personal interviews when necessary.

(c) We can have access to the student's record in the high school together with the judgment of his teachers.

(d) The student's record in the University. This would include not only his grade but his deportment together with the judgment of his dean and teachers, if thought necessary. Practically all the great universities now require the completion of a four years high school course and two years' work in the College of Arts and Science for entrance to the professional schools. This gives us two full years for the work.

(e) In many cases we might expect a contribution from the Department of Psychology. We have in all the great universities, professors of experimental and educational psychology. That these men can actually measure both general and special mental traits has been conclusively proven by the work of Thorndyke, Pyle, Whipple and a score of others. Likewise, we might expect valuable contribution from the School of Medicine.

SECOND. TO GIVE VOCATIONAL VISION THROUGH:

(a) Personal conference.

(b) Lectures by men who are authorities in the professions. These lectures should follow the commonly accepted plan.

The profession; nature, conditions and future.

Compensation and opportunities.

Qualifications, personal and professional, time required.

Opportunities for advancement and social service.

(c) **SELECT READINGS.** There are a number of books that will be helpful. Every university library contains books that will contribute to our purpose. It would require but little time to select and classify them. There is a possibility of correlating much of this reading with the regular class work in some courses.

(d) Observation.

THIRD. TO AID STUDENTS IN MAKING A CHOICE OF PROFESSION:

On the basis of the information gained by following some such plan as outlined above, the vocational counselor should be able if necessary to at least prevent the selection of the wrong profession. As above stated in many cases but little work will be necessary as we shall find that the first class of students mentioned have already made a good choice and have well formulated plans for the realization of their aims.

FOURTH. PLACEMENT:

We should do for the graduates of each of our professional schools precisely what most universities are doing for the graduates of the school of education.

HOW TO MAKE A BEGINNING

FIRST. Send a concise statement of the purpose and plan of the work to the principals of each accredited school. This should be sent by the President of the University with the original endorsement of the Curators. This would give the movement standing and would command respect from the first.

SECOND. As the entrance certificates come in during the summer, we should secure the names and addresses of the new students. Send to each a carefully prepared circular. I think many parents and students would be interested in the matter from the first and that we should have a sufficient number of volunteers to make a good beginning the first year.

THIRD. Prepare all necessary records and blank forms in advance of the opening of school.

FOURTH. Meet all students interested as soon as possible after enrollment and make a beginning by getting a carefully written statement from each student.

FIFTH. Plan for individual conferences as may be necessary from time to time.

In conclusion, it seems that the demand for the kind of guidance under consideration is definite, immediate and of fundamental importance, and that the facilities for the work are ample and at hand. Why not help those who need help? Why continue to waste time and money on the intellectual hobo and born misfit, who are even after graduation a reproach to alma mater?

B.—Vocational Guidance in the Public School System

VOCATIONAL GUIDANCE IN BOSTON

FRANK V. THOMPSON

ASSISTANT SUPERINTENDENT OF SCHOOLS, BOSTON, MASS.

We are just beginning to realize in Boston that vocational guidance is not a new principle in education. The name, to be sure, still creates the spell and mystery of something novel, but like Jourdain, in *Bourgeois Sentilhomme*, it is our comfort to think that we have been speaking prose all our lives. No argument can arise about the place of vocational guidance in the schools when once the name is properly associated with the underlying educational principle.

The seeds of vocational guidance have long been existent in the schools, but they have not developed in definite force until recently, and indeed the period of florescence is still some time away. The applications of vocational guidance in the past have reflected the pedagogical assumptions then obtaining. An examination of the reports of Boston High Schools in the fifties reveals their position then, which was in effect, that the function of the schools was to prepare young people for the practical activities of life and to guide students definitely into them. There was considerable difference of opinion then, as now, as to the best methods of attaining this generally acknowledged aim. Sound arguments for vocational education as well as vocational guidance were not lacking at this period. These early ideas were beaten by the psychological and pedagogical assumptions of the schools prevailing at that time. The dogma of formal discipline had not then been challenged. These controlling school policies proceeded upon the assumption that the classics and pure mathematics possessed as school subjects the best disciplinary value in training the mind. To be a successful and useful citizen in the community, one needed to possess a well trained mind; ergo, restrict school training to the pursuit of those school subjects which experience showed possessed the highest disciplinary values. The aim, however, of the educators of this period, was as definite as the aim of educators of our own age, and their aim was, like ours, social efficiency.

Our age has seen not a change of aim, but a change of method. Modern psychologists have challenged the former assumptions of the

formal dogmatists, and while these assumptions may not have been displaced, they have been considerably modified. We may admit that what is called liberal education may be well attained today by a progress of studies which contains a large element of ancient classics and pure mathematics; we may doubt, however, that such a method is the only one by which liberal education may be attained. We quite generally agree, today, that specific education for vocations of a wide range is psychologically and socially defensible and desirable. Social forces, democratic evolution and psychological theory have united to bring about the present expansion of the general function of the school. Vocational guidance is becoming today a specific entity recently isolated from the largely unformed and uninterpreted mass of school ideals and purposes of the past. According to the present theory of specific values the principle of vocational guidance must be applied in a direct and concrete way if real and tangible results are to be expected.

There is much in our present industrial, social and democratic environment which emphasizes this function of guidance in the schools. In our present social scheme among other factors, it is the danger of the omission of the principle which has given it no little importance, for in our ills today we are impressed with the necessity of prevention of ailment rather than the curative treatment of it. Specifically illustrated, we no longer wait until a boy has been committed to a penal institution before he is taught a trade, but we teach him a trade among other reasons, that he may avoid such a commitment.

Again, there is the influence of the application of scientific principles to human factors as well as to material processes. The choosing of a vocation by the "trial and error" method seems to be as unprofitable here as when attempted elsewhere. There is too much staked on one chance, and so few chances to try again. The chances are always against the boy, and success is luck rather than merit. But let us beware in thinking that we have gone very far beyond the recognition that the method of trial and error is a poor one. What we shall substitute is as yet vague and uncertain. We may, however, take courage in the thought that what we are seeking to abandon has no worse alternative. We can hardly lose anything and we may probably gain much.

Already we are hearing less of the trite metaphor about square pegs and round holes. Mr. Leonard B. Ayers, at the convention a year ago made this sage reflection anent the phrase:

"We must remember that we are using a false analogy when we refer to fitting square pegs into round holes in talking of vocational misfits; for people and positions are both plastic, not rigid, and much mutual change of form often takes place without injury to either person or position."

Personally, I have often felt the need of emphasizing the proper mental attitude on the part of the youth towards his prospective job. Grit and courage, I believe, have more to do with successful adjustment to the job than special aptitude. It must be remembered that

special aptitude towards any work is frequently accompanied by painfully evident special inaptitude. The attitude toward the job is always as important as aptitude for the job. The bravest soldiers know what fear is; the qualities of the coward and the hero are in all of us. A psychological eliminative test for soldiers, based upon the hypothesis that a fighter should be fearless, might well discard among prospective recruits, many a potential hero. The biographies of successful men contain more often than not instances of inaptitudes. Moral attitude has scored to count more than fortunate mental and physical gifts. What vocational counselor would have advised the youthful Domesthenes to study oratory?

Not long ago, I went through one of our large department stores and was introduced to a number of heads of departments. Upon invitation these gentlemen discussed with us their vocational histories. Quite significantly it appeared that most of these men who had persisted and risen in the competition of hundreds, mentioned the hard struggle which had tested their moral qualities more than their mental gifts. Genius, we are told, is nothing but the capacity for hard work; granting this, may it not be true that from attitude comes in considerable measure aptitude?

Vocations are less plastic than the individuals who pursue them. Individuality in the job was the mark of the handicraft stage; automatic machinery, measured time reactions and standard products make the job comparatively inflexible. The process of adaptation is in the worker, rather than in the work. Competent vocational guidance must induct young workers into this real world as it is with all its uncompromising facts. We must not allow our boys and girls to believe that there is any royal road to vocational success any more than to learning. Some of our present school influences are at wide variance with the main tendencies in our industrial society. The unrestricted elective system in high schools emphasizes aptitude and individuality out of proportion to our industrial structure, wherein co-operation, social subordination and standardized tasks are basic principles.

Hence, I believe, that we should not spread out before our pupils as a tempting menu the whole array of possible vocations, urging choice largely upon likes and dislikes, but rather the child should be guided to assume a vocation by reason of the inherent possibilities of the job and by his power to meet its demands and exigencies.

The few scientific tests for vocational aptitudes that we now possess give us more of concern than of promise. The vocational counselor wishes to know what a boy can do, more than what he cannot do. Our psychological tests are aptly called eliminative tests. They are more negative than positive; they eliminate but do not evaluate. The psychologist and the vocational counselor view the problem from different angles; the former begins with the job, while the latter necessarily begins with the boy. For the present, at least, the vocational counselor will obtain greatest advantage from the study of the general employ-

ment situation of his community, such matters as the average wages paid in the local trades, business houses and industries, together with the physical and moral conditions of the various kinds of occupations. Common sense, broad sympathies, and knowledge of adolescent tendencies will prove of more worth to him than acquaintance with intricate psychological procedure. The practical methods to be at once adopted by vocational counselors are those which are obvious rather than obscure. The school records of pupils if properly kept and reasonably comprehensive furnish enough presumptive evidence upon which effective guidance can be tentatively based. Joint conference with the youth and his parents will give the counselor enough additional information upon which to give competent advice, for we must remember that guidance is a different function from placement. It is more important to estimate whether the job presents an opportunity and if the boy can fit into the position, rather than if the job fits the boy. In the light of present evidence, it is better that the boy should choose the job, than that the job should choose the boy.

In Boston concrete and definite plans for organized work in vocational guidance are gradually taking shape. Faster progress is prevented chiefly by a lack of funds. To use a picture familiar to school officials, we have a splendid blue-print of the intended structure but the actual construction is now awaiting an appropriation. Most of our work at present is on a voluntary basis and while well intentioned and often effective, still lacks the force and achievement which is the result of expert and compensated service. Our present organization for carrying on vocational guidance is as follows: Each elementary school has two teachers assigned to act as official vocational counselors; one of the teachers deals with the pupils leaving to go to work, and the other advises pupils and parents regarding profitable choice of high school courses. Each high school has one teacher and sometimes more assigned as counselors, but here counseling is limited chiefly to pupils leaving school to go to work.

Several special schools, such as the Trade School for Girls, and the Boston Industrial School for Boys, have provision in their organization for the appointment of special teachers known as vocational assistants, who have definite assignment of duties covering guidance, placement and follow-up work. In the Trade School for Girls, vocational assistants have been at work for several years past and what they have been able to achieve furnishes encouragement as to what may be expected as the result of the extension of the kind of service they are giving. Very recently the High School of Commerce has had incorporated into its organization a department head whose chief function is guidance, placement, and follow-up work. A special instructor is assigned to similar duties in the High School of Practical Arts. A general director for vocational guidance has only this year been appointed, but he is primarily an officer in the Continuation School organization, and, consequently, can devote the lesser part of his time to the specific problem of vocational guidance.

Some description of the relation of vocational guidance to continuation schools may profitably be given at this point. When boys and girls under sixteen years of age leave school to go to work, they must secure the necessary working certificate. The process of securing the certificate involves an interview with the director of vocational guidance. From the school comes a somewhat detailed statement covering not only what is conventionally known as the school record, but, in addition, a detailed account of personal qualities, evident aptitudes, or shortcomings, and home conditions. Personal conference enlightened by school information enables the director to give supplementary advice regarding the prospective job and to assign with some basis of presumptive evidence the proper course to pursue in the compulsory continuation school. Guidance and follow-up work are essential features of the continuation school course, and the teachers of the school are given definite time in their programs to attend to those functions.

The Placement Bureau of Boston comes indirectly into the problem of vocational guidance. This institution is not an official organization of the public schools. It is conducted chiefly by private enterprise although receiving a small subvention in the way of rental from public school funds. The School Committee of Boston has encouraged cooperation with this institution on the part of the schools. Copies of the vocational information cards mentioned above, are given to the Placement Bureau, which is often instrumental in finding suitable places for boys and girls leaving school. The Placement Bureau had rendered effective service in re-placing boys and girls who have left positions for one reason or another. Many vocational counselors in the schools are accustomed to resort to the Placement Bureau in seeking proper places for boys and girls who leave school. The Boston Chamber of Commerce has aided the Placement Bureau freely by urging employers to resort to the institution in looking for juvenile employees.

During the past few years the attempt has been made to acquaint our voluntary workers in vocational guidance with some of the most important facts and conditions of industry and business. Our vocational counselors everywhere, except in certain special schools mentioned above, serve without additional compensation and also with no exemption from their regular duties. Consequently, no large demands upon their time can reasonably be expected. Business men, store superintendents, and trade experts, have, from time to time, made addresses to gatherings of vocational counselors assembled from all over the city at central points. Some benefit from the general discussions characterizing those meetings has been the result, but too long continuance of this procedure did not promise to meet the needs of the counselors. Here benefit has resulted from contact with special private institutions like the Vocation Bureau and the Girls' Trade Education League. The bulletins and monographs of those two organizations have been of value in furnishing the specific information about industry and business together with wages and working conditions prevailing therein, which the counselors need to know. We have been fortunate in Boston in

enjoying close association with the Vocation Bureau which has been a central point of organization and information upon vocational guidance for the whole country. We owe today our vision of the possibilities and appreciation of the need of vocational guidance to the Vocation Bureau.

During the current year we are trying a different method from the lecture system in acquainting our counselors with the problems and duties of guidance. We are carrying on a series of locality conferences under the charge of the director at which discussions take place, encouraging the way to solve problems as they originate in the schools. The attempt is thus being made to organize the experience of the members of local groups who usually are confronted with conditions rendered more or less uniform by reason of similarly prevailing social and economic circumstances. As stated before, the present problems of vocational guidance are more obvious than obscure, but organizing the obvious is not an involuntary, automatic process, but requires specific and careful attention, and needs completion before more developed and complex procedure may be undertaken.

The next step towards a moderate expansion of the progress of vocational guidance will be to attempt to secure either a small additional compensation, say \$50 a year, for the additional service rendered, or some exemption from routine duties, so that there shall be better opportunity to perform the special tasks assumed by vocational counselors. Each school ought to have at least one official vocational assistant, who should write all leaving cards and who should be a local head to whom the other teachers may resort for information needed in meeting guidance problems not immediately apparent. Every school teacher should be in effect a vocational and life counselor, and should expect to serve in this capacity without additional compensation or exemption from other duties. To be an effective teacher means primarily to possess and exhibit personal sympathy with the life and vocational problems of all boys and girls coming under his influence. Mr. Gradgrind came to realize through sorrowful, personal experience, that there is an education of the heart as well as an education of the head; and the development of modern school principles has shown the recognition of a similar lesson. It is well that the present keenness for standardization and measurement of educational products is contemporaneous with the interest in vocational guidance, else we might unwittingly revert in a degree to the fact basis which characterized Thomas Gradgrind's select school. There is need, however, of at least one vocational specialist in such elementary school, and probably more than one in each high school, for the problems of vocational guidance often go deeper than mere personal interest and sympathy can penetrate. There is likewise a need for a general director of vocational guidance to whom the local vocational counselors may go for information and assistance beyond their own experience.

The functions of vocational guidance should be more extensive than usually conceived at the present time; in fact, vocational guidance,

in its limited sense, cannot be fully effective unless supplemented by personal, moral and social guidance. Unless the function of guidance is broadened we may be in danger of having the enterprise looked upon as a sort of sublimated fortune-telling or palm-reading. We feel the need in the schools, as never before, of knowing more of the home environment and limiting circumstances of the boys and girls in our schools. But the schools at present lack organization and the means of assuming effectively larger burdens. Quite recently one large high school in Boston has accepted the assistance of the social workers of several settlement houses in investigating cases of school delinquency and irregularities. These school visitors have been asked to go into the home to confer with parents about failure in school work, about irregular attendance, and about marked infractions of school discipline. The results have proven of great service to the teachers of the school and to the parents of the children. The teachers more often than not, have seen that they have misunderstood the causes of failure to respond to accepted class-room standards, that what was supposed to be a moral lack was in reality something very different and quite commendable when the real reasons had been secured. The parents, as well, have been led to see that the school is something more than an unsympathetic institution making demands for conformity with regulations more legal than human.

There may properly arise doubts in the minds of many that intermediaries between the school and the home, performing duties which require so much tact and discretion, should not be properly under the sole authority of the school. The bringing of the school and the home together, however, needs to be effected if the larger usefulness of the school is to be accomplished and if the individual child who needs it is to be benefited.

The vocational counselor, or perhaps we should say the school counselor, may properly conceive her duties as embracing quite prominently the functions indicated immediately preceding. She should know the child in the school, in the home, and in the workshop; and should be a source of guidance to the teacher in the classroom, to the parents in the home, and to the child in his several relations in the home, the school and the workshop.

It is quite natural that it should be assumed that there is a place in many schools, both elementary and secondary in our large cities for one or more trained teachers possessing both sympathy and capacity for the problems of the counselor. The principle that vocational schools need this special service is already admitted in Boston and elsewhere. It will be illogical to deny that general schools need similar special service, for the motive today of our secondary schools is largely vocational. A large number of our boys and girls are unable to find places in our special vocational schools and resort to the general schools where they pursue special courses which promise to offer some of the advantages of the special school. A current study into the state of commercial education in our Boston high schools reveals the fact that

from 50 to 90 per cent of our pupils are enrolled in commercial courses. This means that there are in this single field thousands of boys and girls in our own school system who need the special service of guidance, placement and follow-up work. Our boys and girls are receiving this attention in part and as much as is reasonably possible under the limitations of the time and energy of the regular teachers, but the shortcomings of our present achievements simply emphasize the need of additional and more expert assistance if the sound, sensible and long cherished aim of our schools is to be better realized in our day and generation.

An able and influential monthly magazine contains in the current issue a bitter and brilliant indictment of our American school system, comparing it disadvantageously to the system of Sweden and Norway, with their agricultural and technical folk schools. "We are content," our critic says, "to hang the alphabet and multiplication table around the child's neck, and then send the poor thing out to educate itself."

The awakening of the people and the teachers of this country to the need of vocational education, vocational guidance, varied and specific educational opportunities of a great variety, constitutes the best answer to the above taunt. We have not as a nation failed to hold a noble aim for education, but many will agree that we need to proceed energetically towards the adoption and extension of more effective methods of attaining our aim.

SOME SUGGESTIONS FOR PRESENTING A COURSE IN VOCATIONAL INFORMATION TO PUPILS IN OUR SMALLER SCHOOLS

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Vocational success, it would seem, depends fundamentally upon information in two important related fields; first, information of the world's work, the worthy vocations that men follow, presented both in a general way and also in a concrete, localized form; and second, information of the pupil's present and potential fitness for some one or more of these life occupations. This study of the pupil's natural qualifications, is far more interesting when approached from the viewpoint of what the various vocations would demand of him. The pupil sees that he is not simply to be fit, in the abstract, but fit for some worthwhile life work.

After the pupil knows, or thinks he knows, what life-work he purposes to make his own, then he must prepare himself by general education and special training to succeed most thoroughly in this vocation. Here is where the life-career motive enters and inspires the school work, both keeping the boy in school and vitalizing his preparation and his

application of the lessons. Some fear that if a vocation is chosen early and then is found later to be undesirable, this would mean a great loss to the pupil. While changing from one life calling to another, either in the preparatory stage or after entrance upon the work, does mean of necessity some loss, in the preparatory stage at least it can not amount to so much waste of time or effort as to offset the vitalizing effect of the life-career motive upon the school work during the years when it was operative. With one's future vocation in mind as an ideal field of activity, one can meet most successfully and most happily prepare himself for its demands.

All will doubtless admit that this information of vocations and of the pupil's qualifications for these, together with a very practical application of this information to (1), the characteristics of a suitable vocation; (2), the method of selecting one's life work; (3), the best general education; (4), the special training necessary, and (5), entering and succeeding in one's life work,—all, I say, will surely agree that this information is a necessary requisite for the largest vocational success of our pupils.

If already fifty cities in America not only see the need, but are actually supplying their youth with guidance in the choice of a life work, what can we do to make this great movement general. Hundreds of other smaller cities and villages are doubtless as willing to do for their young people as the larger and richer centers, but just how, in what form, can they afford to furnish this vocational guidance?

Mr. Jesse B. Davis, of Grand Rapids, Michigan, our Secretary has inaugurated one excellent form of supplying this vocational information through English Composition. Then there is the DeKalb, Ill., plan of Guidance by Systematic Courses of Instruction in Vocation-Opportunities and Personal Characteristics. Somewhat similar to the DeKalb plan is that which we worked out six years ago in the Westport, Conn., High School and introduced three years ago into the Middletown, Conn., High School. But before explaining our half-year course in Vocational Information, thus far for boys only, let me suggest that in our smaller high schools and possibly in the upper grammar grades as well, wherever the expense of the professional vocational counselor can not be afforded, that any one of these three plans of vocational guidance could be provided at a slight cost, any one of them would effect a valuable service, and some one of them, or its equivalent, it would seem, ought to be introduced and adapted to the local needs.

Did it ever occur to you that those who talk about our already crowded curriculums did not stop to consider that these may be overcrowded with the wrong things, with non-essential subjects while truly vital ones are crowded out? The proper tests of the rightful place in the curriculum would seem to be met by those subjects, whether new or time honored, that are most needed by the young people for their successful adjustment to after school life. There is still and always will be plenty of room in our curriculums for all vitally essential subjects.

Now may I outline for you our course in Vocational Information? This we divide into three parts, as follows: The first is a careful consideration of the Importance of Vocational Information, the Characteristics of a Good Vocation, and How to Study Vocations; the second and main part is a detailed treatment of some of eighty or ninety professions, trades and life occupations grouped under Agriculture, Commercial Occupations, Railroading, Civil Service, Manufacturing, Machine and Related Trades, the Engineering Professions, the Building Trades, the Learned Professions and Allied Occupations and Miscellaneous and New Openings; and the third and concluding part of the course is a practical, thorough-going discussion of Choosing One's Life Work, Securing a Position and Efficient Work and Its Reward.

Unfortunately, although there are many excellent reference books, bulletins, etc., there seems to be as yet no one suitable book which the pupils can use as a basal text. We have found the following books fairly satisfactory as companion texts when supplemented by considerable collateral reading: "Careers for the Coming Men" by Whitelaw Reid and others; "What Shall Our Boys Do for a Living?" by Chas. F. Wingate, and "What Can a Young Man Do?" by Frank W. Rollins. Among the best reference works for the pupils the following are worthy of mention; the vocational booklets published by the Vocation Bureau of Boston and by the Students' Aid Committee of the High School Teachers' Association of New York City; many free bulletins issued by the Federal and various State Governments and by the International Correspondence Schools; catalogues, bulletins and pamphlets of colleges and of trade and professional schools, many trade journals, and a series of ten volumes on "Vocations" edited by William DeWitt Hyde.

In studying each of the vocations we touch upon its healthfulness, remuneration, value to society and social standing, as well as upon the natural qualifications, general education, and special preparation necessary for success. Naturally, we investigate at first hand as many as possible of the vocations found in our city and vicinity. Each pupil is encouraged to bring from home first-hand, and, as far as practicable, "inside" facts concerning his father's occupation. Local professional men, engineers, business men, manufacturers, mechanics, and agriculturists are invited to present informally and quite personally the salient features of their various vocations.

In order to make this presentation of our course in vocational information as concrete and understandable as possible, I shall now outline for you a typical lesson plan on the Mechanical Engineer. Also let me again remind you that our work so far has been adapted to the boys only, a little later I shall speak of our immediate plans for the girls. The lesson plan now follows:

A LESSON PLAN ON THE MECHANICAL ENGINEER

THE PLACE AND SETTING OF THE LESSON:—The treatment of the Mechanical Engineer in the textbook will be found in the chapter devoted

to the Engineering Professions. Before this particular lesson is taken up the class have already studied a general introduction to the whole field of engineering, touching upon the history, the general division into civil and military engineering, and the inestimable services this group of men have rendered and continue to render mankind in relation to inventions, manufacturing, transportation, communication, conservation, sanitation, etc., instancing such triumphs as the telegraph, the modern printing press, an automobile factory, the Simplon Tunnel, the Brooklyn Bridge, the Panama Canal, Reclamation of Western land, etc.

Next there has been considered in brief outline a general scheme of the work performed by each of the following engineers: the Civil Engineer; the Municipal and Sanitary Engineer; the Mechanical Engineer; the Electrical Engineer; the Mining Engineer; the Metallurgical Engineer; the Industrial Chemist; and the Architectural Engineer. After completing this general survey of the engineering field, the class have treated in detailed fashion the callings of the Civil Engineer and of the Municipal and Sanitary Engineer. They are now ready to undertake this lesson on the Mechanical Engineer, which we are about to outline, and then they will make a similar detailed study of the remaining five engineers, whose general scheme of work we have already surveyed, and thus they will complete the chapter on the engineering professions.

LESSON ASSIGNMENTS PREPARATORY TO THE RECITATION:—So much for the setting of the lesson on the Mechanical Engineer. In preparation for the class exercise or recitation the whole class are asked to review the general scheme of the work and to study the new section in their textbook or books dealing with the nature of this special branch of engineering, its advantages and disadvantages as a life calling, the remuneration at the start and in a man's prime, the opportunities for regular employment and advancement, and the natural qualifications, the general education and the special training required.

The entire class as individuals or in small groups have been assigned special topics in such free bulletins as, "Graduates and Their Occupations" published by the Massachusetts Institute of Technology. "Suggestions Concerning the Choice of a Course in Engineering," issued by the Carnegie Institute of Technology. "Announcement of the Co-operative Courses of the University of Cincinnati," and "Mechanical Engineering," by the International Correspondence Schools; in such catalogues as those of the Massachusetts Institute of Technology, Columbia School of Mines, Cornell University, etc.; in such books as Goddard's "Eminent Engineers," and McCullough's "Engineering as a Vocation," and, if possible, in at least two of these periodicals: Popular Mechanics, Scientific American, Engineering Magazine, and Engineering News.

One or two of the pupils, especially interested in this vocation, should interview a nearby mechanical engineer in order to report to the class some such items of interest as the following: What work

this engineer is engaged in at present; What he considers the greatest piece of mechanical engineering in the neighborhood; How he ranks his branch of engineering with the others; What natural or native qualifications he considers of greatest value to the prospective engineer; What subjects in high school he considers of most importance for his calling; Would he advise the regular technological course or the co-operative school and shop course; Does he consider mechanical engineering an especially attractive profession, etc.

While studying this branch of engineering, or some other, it would be well to secure a practical, successful engineer to talk to the class informally about any phases of his profession or any experiences that would prove of especial interest and value to the study.

THE CLASS EXERCISE OR RECITATION:—During the recitation the class might discuss such topics as: Which of the three engineers so far studied in detail renders society the greatest service; Which one is most necessary to your particular community; Which one's work seems perhaps the most attractive; What natural qualifications, what general education, and what special training are absolutely necessary for success in this profession; What subjects should constitute the best high school course preparatory to this profession; What subjects do the best technological schools demand for entrance; What are the advantages and disadvantages of preparing for this profession in a co-operative school and shop course; What kind of work during summer vacations would serve best in trying out a boys' aptitude for mechanical engineering; What is the difference between an expert machinist and a mechanical engineer; What is a contracting mechanical engineer, etc.

We are planning to introduce a similar course for girls the second half of this year and shall use as texts, Lasalle and Wiley's "Vocations for Girls," Weaver's "Vocations for Girls," and Perkins' "Vocations for the Trained Woman," directly supplemented by the dozen or more pamphlets issued by the Appointment Bureau of the Women's Educational and Industrial Union of Boston, Mass.

When we consider that such a course in vocational information is practicable everywhere and inexpensive, and that besides being intrinsically interesting to the pupils, it actually gives them greater respect for all kinds of honorable work, helps them sooner or later to choose more wisely their life work, convinces them of the absolute necessity for a thorough preparation before entering any vocation and holds to the end of the high school course many who would otherwise drop out early in the race, should we then apologize when we urge upon educators and the tax paying public that this branch of vital human knowledge be given a place in all our high schools, especially when it will require only as much time as commercial arithmetic or geography, or one-half as much as algebra, or one-sixth as much as German or French, or finally one-eighth as much as Latin?

Let us not forget that there are already fifty American cities and towns giving their youth some form of systematic vocational guidance.

These have done the hard pioneer work; why can we not increase the number to 500 within a year or two and then make it general within five years? We can easily effect this, if every earnest educator will do his own part in his own school system.

VOCATIONAL GUIDANCE AND THE CURRICULUM

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It has been claimed, and not without some justification, that the present school curricula are virtually designed for the development of children preparing themselves for the professions of medicine, law, or the ministry. This criticism is not wholly accurate because whatever preliminary education is bound up in the elementary school curriculum, it is impossible to enter a liberal profession without many years of additional general and special training. It is, however, undoubtedly true that the fundamentals of the elementary school curricula were called forth by the educational needs of those whose careers are not really begun until numerous studies have been completed at a high school or a college. Inasmuch as only 4.4 per cent of our population is engaged in professional life, it is manifest that the curriculum should not be based upon the needs of this small proportion of the population. Recent studies in the character of occupations entered by college graduates indicate that a larger proportion are entering into business and teaching. This reflects a new spirit in colleges, and makes it patent that education is being regarded as a valuable general asset in more walks of life than those leading to the liberal professions. Wherefore, a new interpretation of the elementary school curriculum is required.

Inasmuch as only a small proportion of our elementary school graduates enter high schools, and a still smaller proportion go on to college, the elementary school should not be regarded merely as a college preparatory school, but as a unit more or less complete in itself. In a higher educational sense, the function of elementary schools is not really to prepare children for their life work, but to give them the training and instruction preliminary to the selection of their life work. Furthermore, the function of the elementary school is to educate children living for twenty-four hours a day. The curriculum must prepare for avocation as well as vocation.

In a consideration of the methods of curriculum preparation, it must be borne in mind that two things are involved: First, education for work, and second, education by work. These two phases are not completely isolated, but are thoroughly inter-related, and by and through them comes freedom from the old enslaving theory of knowledge for the sake of knowledge.

If we grant, as I am sure we do, that there must be a more definite adaptation of education to the life of the community, it is imperative

that more life and vital experience be placed in the curriculum in a form comprehensive to children. Education can no longer be regarded as cultural abstraction, but should be made culturally concrete so far as may be possible.

By vocationalizing the outlook on education, by considering its practical applications, one is brought face to face with the problems of vocational guidance. Fundamentally, one must reach a safe point of view from which to look upon the entire situation. Is vocational guidance to be regarded principally as an educational scheme, or as an economic movement? Is it to present the problems of education merely in terms of dollars and cents, or in terms of human development and human adaptation?

I am willing to admit that if education means anything, it does mean adequate economic return, or at least will when the question of efficiency in education is appreciated by the industrial world, which today criticizes education because of its shortcomings, but fails to appreciate its own lack of understanding of the value of trained workingmen. In so far as vocational guidance is direction into proper educational channels, it is essentially an educational plan.

The general curriculum provides what Dean has termed the "way in" education, and should present numerous sign posts to the "way out" education. It requires in essence the broad general knowledge essential to efficiency in every phase of human endeavor, together with a diversified industrial experience to permit of specific adaptation leading to further education in accord with personal aptitudes and predilections.

The effect of compulsory education laws upon curriculum making as related to vocational guidance is readily appreciated. The longer the period of time of compulsory educational attendance, the greater the responsibility in organizing a curriculum so as to supply the extensive and intensive subject matter requisite to assist in vocational guidance. The longer the period of time a child is in school, the more efficient may vocational guidance become, and the greater become the possibilities of the scientific development of the educational and psychological tests which are necessary for wise vocational counsel.

Personally, I am of the opinion that it is largely necessary to reorganize the curriculum of our elementary schools on the basis of a six years' general course followed by two or three years of differentiated courses along commercial, industrial and academic lines. Such differentiated courses should be balanced and of equal educational value in so far as their cultural aspects are concerned and each should possess a vitalizing and stimulating vocational tendency. Such differentiations in subject matter should unfold the general principles of vocations and reveal many previously unnoted aspirations, vocational needs and aptitudes. The curriculum itself should be elastic and adjustable, particularly in so far as it relates to the education of over-age children. Furthermore, in order to lessen the problems of retardation and elimination, there should be a greater adaptability of the curriculum to the

potential educability of the students whose minds are not all fashioned in the same mould. The school curriculum in itself necessarily must play a tremendously important part in the vocational guidance work of the future.

In my estimation, the educational aspects of vocational guidance are more or less opposed to placement work, as ordinarily considered. The aim of vocational guidance should be guidance to further vocational education. It is true that some of this may be accomplished possibly through placement, but as a general rule placement depends upon available jobs and the educational element is all too frequently subordinated to the immediate pecuniary results. I grant that placement tends to eliminate the random job and seeks to substitute a selected and theoretically adapted job plus encouragement to secure further education. The moral support of the recently placed child may be a factor in securing educational results. Considered in this light, placement best takes its position in an educational scheme of vocational guidance, under the determination of a curriculum designed to promote the continuation school plan of teaching.

The traditional culture afforded by the old types of curricula, was largely conventional and avocational. Today, education is regarded as a tool and not an end. Utility should be the key to unlock the problem of curriculum making.

To transmit the thought of the past as well as to present adequately the problems of our own day, a knowledge of English is essential. It is an instrument of self-revelation. Wherefore, the place of English in the curriculum is of exceedingly great importance. Nevertheless, vocational triumphs may be achieved with poor pronunciation and worse grammatical construction. It is immaterial that classic English be utilized as the basis of instruction, A knowledge of the classics is distinctly cultural without vocational utility, save in literary pursuits. Industrial and commercial literature should be available for its awakening effect.

The teaching of arithmetic, the giving of instruction in weights, measures, and calculations of all types represents the school recognition of commercialism and is not absolutely essential to living, though it is in a large sense fundamental to a life of active industrial or commercial occupation. For guidance the content must be rich in concrete facts basic for vocational choice.

The study of both English and arithmetic *PER SE* have little guiding value in its accepted sense, but are strong factors in intellectual life and self-development. They are necessary adjuncts for the development of self-revelation and self-expression. They are instruments guiding the choice among transient interests and surely lead to the arousing of latent thoughts, interests and powers. A breadth of the course of study in English and arithmetic is necessary in order to create ambitions, to satisfy which vocational guidance offers counsel and advice as to the specific lines of study to be pursued.

The aim of an elementary school curriculum should be to give the maximum number of contacts with life problems. It is only just to say that the mere establishment of a rational curriculum is insufficient. The development of syllabuses, and the adequate training of teachers in the methods of imparting instruction are equally essential in order to establish the vitalizing principles necessary for vocational guidance. In a broad sense, in the elementary schools, there should be little vocational guidance in the sense of preparing children for particular jobs. A strong plea should be made for the establishment of a curriculum which will provide the common training requisite for all employments. It should afford a basic foundation for vocational work. A function of vocational guidance to foster good citizenship. Wherefore, there is a definite place for history and civics in the school curriculum, but the development of these two topics should be with reference to the evolution of civilization in all its social and economic relations. The course in history should not spend itself upon the acquisition of facts and figures unrelated to the problems of the children's day and generation.

The communal value of individuals in terms of human service is of great import, particularly in cities. Personal good health and its direct and indirect contributions to the public health in industry, and in life generally, are of manifest value. Wherefore, hygiene and physical training merit a careful consideration in curriculum making. Physical strength and defects as well as mental shortcomings are essential points to be considered in vocational guidance.

For the understanding of the phenomena of life in its largest phases, for avocational purposes, for the analysis and understanding of the laws governing life in general, nature study and elementary science present an underestimated field of value. They too, are fundamental subjects to be considered in point of content and force as related to the problems of vocational guidance. They serve to call forth powers of perception, dexterity, analysis, accuracy, persistence and numerous other attributes worthy of note by avocational counselors.

To develop habits of investigation, for the purpose of encouraging a personal philosophy, and for tapping the current thoughts of the nations of the present day, the study of language must be regarded as deserving a place in the school curriculum for those capable of developing linguistic ability. In so far as such subjects call into action the latent powers, create new interests, and develop thought and aspiration, they are closely related to the educational phases of vocational guidance.

From the standpoint of a more complete development of child nature, for encouraging muscular cerebration, for co-ordinating the activities of the hands and the mind, for augmenting the creative instincts, and for developing self-control for utility, manual training and domestic science must not be forgotten as most important topics to be included in a rational course of study. In addition to these, viewing vocational guidance in its broadest aspect as relating to avocation as well as vocation, such topics as ethics and esthetics, including music,

drawing and dancing, must not be permitted to drop into obscurity. Such so-called frills are not merely for the purpose of encouraging the development of all the virtues, together with a sense of rhythm plus grace, agility and liveness, but they also serve to induce muscular control, muscular memory, alertness, attention and general physical welfare as well as aid in establishing the formation of a moral character. In so far as these subjects promote the useful development and expression of the body, mind and soul of children they are helpful in vocational guidance.

The first phase in the organization of a course of study as related to vocational guidance demands the inclusion of those subjects which yield preparation for all vocations regardless of the abilities, inclinations, latent powers, or expressed ambitions of school children. The second phase of curriculum making involves the widening of vocational contacts. Its purpose is to give opportunity for self-discovery, promote self-awakening, and stimulate vocational ambitions. At this point, the third phase develops which requires the re-construction of the curriculum along general lines of vocational deflection.

It is obvious, therefore, that there are inherent advantages in a curriculum which provides a six years' course with a content that is general in nature. At puberty, the creative and imaginative tendencies are accentuated. Aspirations develop and talents are more prone to become manifest. At this period, the testing out process should be advanced through the provision of courses in greater variety, not leading to essential trade training, but affording a knowledge of trade principles. Opportunity is thus afforded for working out to a further degree the vocational potentials of children. This refinement of the curriculum is to be developed on a tentative basis, for it will constantly require revision and improvement.

The function of vocational guidance is to secure the direction of children into the proper higher educational channels. Hence, it is important that the curriculum of elementary schools be so elastic and varied as to tie in with the courses of study in schools giving special vocational training, the trade schools, and the secondary schools, and the secondary schools of academic or technical nature. Not infrequently, in order to secure proper vocational guidance, it may be actually necessary to guide the child out of the public school system into organized schools of experience. This naturally involves the consideration of continuation schools or the co-operation with industries wherein corporation schools exist which provide for special education within the industry.

Not alone must the courses of study provide vocational contacts, but through the methods of instruction they must serve as bureaus of vocational information for individual students. The courses of study in themselves may provide in their content a wide information regarding the commercial, industrial and academic life of adults, including the nature of occupations, their hazards, the number of persons employed,

the wage returns, the educational possibilities and the potential returns to adult life in health, wealth and happiness. Obviously, the vocational aspects in a course of study of a guiding nature must be multiplied in number, variety, and intensiveness as the ages of the pupils increase. This is to be construed not merely as chronological age, but as psychological age.

In my estimation, preparation for a specific job is beyond the function of a course of study in an elementary school. The nine thousand occupations which are recognized by the United States Census cannot be included in any sane course of study, nor indeed would it even be possible to enumerate the countless positions which are offered by industry. Under the present organization of industry, the majority of workmen are process workers and little more. The purpose of a curriculum must be broader and more philosophic than merely to lead to the training of process workers. Job education is a responsibility of industry. Possibly, it bears a slight relation to the curricula to be formulated for continuation schools. Even in this function, in so far as continuation schools are related to specific industries, the statement still holds true, the training for specific jobs is a responsibility of industry. Undoubtedly, the extension of continuation school methods into our secondary schools might help in this particular field.

I believe that the basic curriculum of elementary schools should be general in nature, but rich in vocational content. Vocational guidance in the educational sense virtually is bound up in the curriculum. The only other type of vocational guidance is job finding, and job finding is not necessarily vocational guidance. Those who place the greatest stress upon this phase of economic assistance largely possess the idea of guidance from without, but I believe the essentials of vocational guidance must come from within, from the school system and the child itself. Vocational guidance virtually means the direction of a child towards his life work. Hence, the function of the school curriculum is not for the purpose of developing jobsters, much less the turning out of children trained for occupation along only a few lines of employment.

It is better for the school curriculum to inculcate the principles underlying vocations, to give a wide training in the fundamental processes common to various large industrial groups, rather than to specify training in a few trades. In order to establish school curricula scientifically upon this basis, it is important that further study be given and investigations be made of the fundamental processes existing in various broad lines of industry. Far greater educational value for the purpose of vocational guidance is secured through the understanding of the principle of the lever and the pulley than the ability to know how to operate a punch press or a power machine.

The demonstration of industrial principles through an adapted curriculum will tend to arouse the latent interests of school children and call forth their individualities in terms of interests, desires, and abilities. They will call forth and demonstrate in varying degrees the

particular aptitudes involved and necessary in numerous industrial groups and thus lead to a more rational understanding of the principles underlying vocational guidance. One aim of a curriculum, constituted in the words of Mr. Lovejoy, so as to be "shot through with vocational interpretation," is to widen the opportunities for careful and intelligent vocational guidance.

The purpose of a course of study is to be a medium of education. It is not designed to yield a certain mass of information to be crammed into the brain, but to supply the instruments with which to draw out of the brain the immense social possibilities it contains. The child itself is the object of education, and the curriculum should be an ever evolving nucleus to determine an increasing opportunity for self-development.

The proper balance of topics in the school curriculum varies so in cities and indeed in different sections of the same city that the flexible curriculum should be largely influenced by the suggestions and advice of the particular groups of educators most familiar with their local problems. This, however, does not militate against the establishment of a minimum course of study with a maximum expression of the theories of instruction. This will enable teachers, now unprepared, properly to interpret the school curriculum so as to afford to the pupils the vocational information necessary for their further self-development and self-revelation. To this extent the school curriculum is a most important factor in vocational guidance.

The result of a differentiated elementary school curriculum as thus outlined should be to prepare a child more adequately to enter upon the next stage in his life's work. It should not result in fitting a child to take up just one job, regardless of his future. The true relation of the curriculum to vocational guidance is to call forth from the child a response which will represent, in part at least, his normal re-action to his environment. It should afford an opportunity for the child, the teachers, and the parents to have a greater appreciation of the innate abilities of the child, together with an appreciation of his possibilities for future service to the community.

The school curriculum, the child and industry are three important factors in vocational guidance. Regarding industry as a variable, the child certainly as a variable, it is obvious that the curriculum itself must be deemed a variable in order to fit these constantly changing factors into more or less harmonious adjustment. Perfection in curriculum making has not been achieved, nor is it ever likely to be. It is patent, however, that a conscientious consideration of the needs of communities will lead to a better understanding of the obligations resting upon the school system for the closer adjustment of the school curriculum to the needs of the community. This end involves the application of more vocational content and interpretation in school curricula. Herein is to be found an opportunity for basic study of vocational guidance.

C.—Vocational Guidance and Social Welfare

THE PROBLEMS OF VOCATIONAL GUIDANCE IN THE SOUTH

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Whether we discuss vocational guidance in the North or the South, in the East or the West, there lies at bottom the matter of human labor, drudgery and work. To attack the problems of vocational guidance in the South demands consideration, first of all, of the essential facts regarding human capacity for work and vocation. We may then inquire into what is being done in the effort to organize the vocational guidance of youth, and, lastly, we shall propose several topics for emphasis with regard to the extension of organized vocational guidance in the South.

Work today is distinguished from mere drudgery and toil. Drudgery is more familiar than work to millions of mankind because of their lack of opportunity, or lack of physical well-being, or because of mental arrest, or on account of mal-adjustment of individual and of activity. Ingredients of drudgery are too long hours, uninteresting tasks, unpleasant supervision. Work, at its best in human life is something more than the mechanical conversion of energy such as motion of wheels into heat or light or electricity. Work means effort, conscious movement directed toward a remote goal. It is not more painful movement or is it an incessant insect-like being-busy that accomplishes little. Work at its best is not only purposeful activity directed to a future end, it is also activity tinged with the spirit of play, and perhaps in the course of evolution both the physical and mental bases of work and play have a common development, as for example, in the inborn tendency to constructiveness. This instinct of constructiveness has later developments both in the make-believe creations of childish hands and also in the production of things of value—houses, bridges, ships, which are largely too the product of economic pressure. The rich results of the work of the creative artist, or inventor, or statesman come through prodigious activities and in these play and work have blended.

Experimental, genetic, pedagogical and social studies of work, physical and mental, recently have made clearer the meanings and significance of drudgery, toil, fatigue and of play. We know that work, defined as conscious effort toward a future reward, has uniformities in process, and a knowledge of these uniformities gives us control, a result that is the ultimate end of many sciences. In efficient work there

is always mental concentration, pleasurable interest, organization of details, elimination of non-essential movements. Work, with sufficient repetition and with sufficient intensity, tends to become more accurate, more speedy, less conscious, thus with every achievement equipping the organism for more and better work. The curve of progress in work has been plotted, the plateau of temporary halting—that abyss of failure to the untrained worker—the effects, generalized or specialized, of practice have been tabulated, the relative advantages of short and long periods at work, of different distributions of rest and activity—finally, the physical and mental factors and effects of excessive fatigue—all these topics suggest phases of work under systematic investigation today, even if not yet completely understood.

Vocation should mean life-work and nothing less. Life-work ideally is the actual adjustment of the individual through education meeting opportunity. They who undertake that new aspect of conscious evolution—organized vocational guidance—therefore are superficial in method if they do not understandingly unravel the tangle of inter-dependent factors that determine the career of boys and girls. Opportunity must be known, sifted, exhibited; this means a knowledge of economic and social conditions, of the status of local industries, commerce, trades, professions, occupations. The individual must be known; this does not imply a mere knowledge of that non-existent phantom, the “average boy or girl” portrayed in textbooks on psychology, it is a demand that we be able to know the individual by a method more sure than casual observation, phrenological chicanery or physiognomic delusion. In the study of individuals will be encountered also the complex factor of personal choice—an inevitable presence in all fitting of human beings into appropriate grooves or grooves to fit human beings.

These references to the nature and complexity of work and vocation considered as human capacities of superlative value prepare us to consider some specific observations that bear directly upon the problem of vocational guidance in the South. First, what is being done about organized vocational guidance in the South? In order to obtain the answer to this question our Division of Educational Research sent the following letter to the superintendent of schools in Southern cities and towns:

“DEAR SIR:

The problem of vocational guidance doubtless is an issue that is becoming more urgent in the educational work of our Southern cities. So far as I know there is no definite organization or bureau for vocational guidance in any city of the South. In studying this matter, however, I am taking the pains to make inquiry, and I am therefore writing this letter to the superintendents of schools in the chief cities of the South.

Will you kindly answer the following questions?

1. Do you know of any definite effort undertaken by competent persons in your city to organize a bureau or department for the vocational guidance of boys and girls? If so, please

send us complete information as possible concerning the history of this organization.

2. Please write your opinion concerning the values, local difficulties, and probable outcome of the vocational guidance movement in your city, if such a movement is on foot. What will be the best kind of provision of this kind for the South?

Your kind attention and co-operation will be appreciated.
I am,

Sincerely yours, •
DAVID SPENCE HILL,
Director."

This letter was mailed to forty-one superintendents in these cities of fourteen states: ALABAMA: Birmingham, Mobile. ARKANSAS: Little Rock. FLORIDA: Jacksonville, Pensacola, Tampa. GEORGIA: Atlanta, Columbus, Macon, Savannah. KENTUCKY: Covington, Lexington, Louisville, Paducah. LOUISIANA: Baton Rouge, Shreveport. MARYLAND: Baltimore. MISSISSIPPI: Jackson, Meridian, Vicksburg. NORTH CAROLINA: Charlotte, Raleigh, Wilmington. OKLAHOMA: Oklahoma City. SOUTH CAROLINA: Charleston, Columbia, Greenville, Spartanburg. TENNESSEE: Chattanooga, Memphis, Nashville. TEXAS: Austin, Dallas, Fort Worth, Houston, San Antonio. VIRGINIA: Lynchburg, Norfolk, Portsmouth, Richmond, Roanoke.

So far as revealing any considerable interest in the movement for organized vocational guidance, the results of this questionnaire are almost negative. Of the forty-one superintendents addressed replies were received from fourteen, distributed in: Richmond, Lynchburg and Norfolk, Virginia; Charleston, S. C.; Raleigh, N. C.; Baltimore, Md.; Mobile and Montgomery, Ala.; Meridan, Miss.; Columbus, Ga.; Columbia, S. C.; Birmingham, Ala.; Little Rock, Arkansas; Houston, Texas—not including New Orleans; La.

Of the fourteen replying twelve indicated that no definite effort is being undertaken in their respective cities to organize a bureau, department or division of vocational guidance. One cannot speak definitely of those cities from which no reply was received, but it is not likely that the movement has taken root in any city of the South except in two or three instances. Interest in the movement for organized vocational guidance or some local study of the problem was indicated in Birmingham, Little Rock, Houston and New Orleans. In one instance lack of adequate compulsory attendance laws and in another low finances were cited as obstacles to consideration of the matter.

Superintendent Phillips of Birmingham reports a Committee on Vocational Guidance. This Committee has been quite active and has accomplished results in securing information and data regarding local conditions of employment and in the directing of young people in the schools with regard to the selection of life vocations. "I regard the work of this Committee as exceedingly valuable," writes the Superintendent, "not simply in the way of securing information but in the

practical assistance it has afforded hundreds of young people whose work in school, whose choice of studies and future life-work have been determined after serious consideration and consultation." Another important committee in Birmingham is a Committee on Vocational Education representing the United States Chamber of Commerce. This Committee has held meetings in conjunction with the Vocational Guidance Committee of The Public Schools. Superintendent Horn, of Houston, Texas, writes:

"I have always believed theoretically in the idea of vocational guidance, but I have never felt quite sure that the work has been so developed, up to the present, as to make it particularly valuable. In other words, we have been waiting for you, and some other gentlemen, to do a little more experimenting before our own city goes into it. I am interested in the subject, however, and should be glad to know anything that may be of value as to results obtained."

Superintendent R. C. Hall, Little Rock, Arkansas, writes:

"We are studying the question thoroughly and shall be ready to make some recommendations later."

In New Orleans, no separate bureau exists for vocational guidance. Definite preliminary work has been done, however, in five particulars under the auspices of the public school system and by civic organizations. Since New Orleans is the largest city of the South, a somewhat detailed consideration may prove interesting.

- (1). The Nicholls Industrial School for Girls recently organized in New Orleans, during its first year undertook, through the efforts of the Principal, Miss Rita Johnson, to inform, encourage, and attract girls in the grades who had expressed a desire to go to the vocational school or who were about to depart. This industrial school effected this beginning by means of (a) form letters, (b) a special committee to give information and advice, and (c) by bringing groups of girls to observe the work of the vocational school.

- (2) In New Orleans the Young Woman's Christian Association has recently published a booklet containing considerable information about certain occupations of women in New Orleans—a book intended to help young women to suitable occupations.

- (3). The Consumers' League also has gathered data concerning the pay-rolls, hours of labor, etc., of girls and women in New Orleans which it is intended to publish for local use.

- (4). Within the Division of Educational Research, Public Schools, for two years a system of systematic study of exceptional children has been carried on successfully. This co-operative method of studying children at the request of parents has been accomplished through the systematic co-operation of teacher, psychologist, physician and social worker. Data obtained from these four sources are collected for each child studied.

So far this laboratory method has been applied chiefly to exceptional children in an effort to determine their capacity for education and possible aptitudes for vocations.

(5). Finally, during the past week in New Orleans an organized effort has been made by Superintendent Gwinn co-operating with the Division of Educational Research, to obtain information and to enlist the co-operation of parents of more than ten thousand children thirteen years of age and over. The forms used for this purpose, besides space for the conventional data regarding age, grade, etc., gain from ten thousand parents the answer to such questions as: occupation, if any, in view for the boy or girl; what the boy or girl wants to do or be; training, if any, already received for the occupation; intention of parent to send boy or girl to high school, college, industrial school, normal school, etc. There are four forms, two for the elementary schools and two for the high schools. The data thus obtained are to be used not only for analysis and comparisons but also in the case of each school, as the basis of conferences, talks on vocation by the superintendents and selected speakers from various occupations.

In addition to this a renewed effort is being made to study the conditions involving each and every withdrawal from school for any cause. To this latter end, Miss Mary Railey, a trained social investigator has been employed within the Division of Educational Research. For the high schools personal visitations are being made to homes to secure data concerning each individual eliminated. For the elementary schools a special questionnaire is being used.

All these efforts, it is hoped will be co-ordinated usefully with the results of the vocational survey now being made in New Orleans for the Isaac Delgado Central Trades School for the establishment of which about one million dollars are available. Included in the final report of this survey will be data concerning all of the chief occupations open to boys in New Orleans. This phase of the report will constitute a basis for informational work in future vocational guidance.

We may now venture to state candidly some groups of important facts relevant to the inauguration of any complete organizations for vocational guidance of youth in the South—whether such organizations are maintained by the state, the city, the school board or by private philanthropy. We refer to the following matters:

FIRST: SPECIAL PHYSICAL, SOCIAL AND ECONOMIC CONDITIONS FOUND IN MOST OF THE SOUTHERN STATES CANNOT BE SAFELY IGNORED BY CONSTRUCTIVE SOCIAL AND EDUCATIONAL WORKERS. We refer to the semi-tropical climate, the varied topography and also to the historical perspective, the population, the presence of millions of the negro race, the predominating occupational tendencies, etc.

In the South objective opportunity is complicated by unique business and social conditions. New England, the West Coast, of course, also present unique conditions, but that large expanse of country called the South presents certain obvious characteristics that are singularly common to the vast majority of its area and citizenship. Each community, however, will always have its special economic and social problems, and these demand provision for local investigations. For example: It has not been much of a problem with us to assimilate great numbers of immigrants. According to the 1914 edition of the United States Census (Abstract—p. 89) in Mississippi, Virginia, Louisiana, Arkansas, and Texas, North and South Carolina, Tennessee, Georgia, and Alabama the percents of the white population which are of American parentage range from 81 to 99 per cent. Massachusetts exhibits 33 per cent of native American parentage, New York 36 per cent, Pennsylvania 56.5 per cent, Illinois 47 per cent. Oregon 64 per cent, California 49 per cent. These contrasts alone indicate that, first of all, we have in the South to deal with a predominating race in point of time longer imbued with American ideals and habits than the people of most of the other sections of the country. Therefore the South may be expected to exhibit a momentum of custom which will prevent rapid innovations in education or vocation, whether imported from Europe or elsewhere.

Immigration of the white races to the South has been slow. Moreover, there are present in the South 87 per cent of all the negroes in the United States, millions of negroes who constitute a large fraction of the local populations, whose bringing here was clouded with injustice and disaster. The presence of these negroes, aside from the vicious agitations aroused by a minority of white persons both in the North and the South, has always been and remains today a source of confusion, a factor in morbidity and mortality and of pedagogical and social difficulty. That state, city or town of white population which knows this race question as viewed only by observing the life of a small group of negroes does not comprehend the magnitude of the necessary problem weighing daily upon the white and colored people of the South. It is a source of felicitation to both the white and the negro races, in the South in particular, that relatively little of disorder, of friction, that so much of mutual co-operation and helpfulness exist when every day so many millions of negroes are crossing and re-crossing the path of the ascendant white race. The successful struggle of the negroes in winning place in the vocations of life, in gaining financial independence and improving sanitation—all against difficulties and in many instances under pathetic conditions, has the approval, the sympathy and the assistance of the white race of the South. Nevertheless, the questions of vocational opportunities, guidance and choice are deeply complicated by the presence of this alien race. In the South training for vocation, providing opportunities for vocation, guiding the young away from incompetence, shiftlessness, unhealthful, vicious and hopeless occupations into efficiency, energy, social service and individual

realization, all these present two nearly separate groups of problems. This two-fold problem makes difficult, although by no means renders hopeless, the situation in the South.

In the cities of the South the industries of manufacture and transportation now grow. Professional service, medicine, law, the ministry, teaching, engineering, also invite with large opportunity and higher standards. But the South so far is predominantly an agricultural region with here and there large mining activities and no inconsiderable fisheries. The cultivation of cotton, of sugar cane, the lumber industry, the extraction of coal, iron, salt, sulphur and crude oil, the fisheries of Louisiana, Florida, Alabama, besides the growth of cereals and food products occupy the majority of our population, white and black. Most of the workers in these occupations need a general education, knowledge and habituation of hygiene more than specialized training for a trade or guidance thereto. Newcomers of brain and enterprise as leaders are helping our leaders to resuscitate and to establish industries, and these furnish varied and enlarging opportunities in the manufacturing and mechanical pursuits of our cities.

In the night schools of New Orleans, the 1,500 boys and young men represent two hundred occupations and it is observed that here, as elsewhere, there is a tendency to fall into commercial occupations, as messenger and office boys, clerks, etc., and to miss more independent and developmental vocations in the mechanical trades. This tendency toward the "white-shirt and clean hands jobs" is disastrous when it is inculcated in the negro in his present stage of restricted opportunity, and is unwholesome to thousands of white youth both for individual and social reasons. The tendency in our cities for boys not to enter mechanical, manufacturing or building trades is favored by four factors:

A. The absence of adequate apprenticeship and the lack of good industrial and trades schools. B. The predominance of unskilled labor in newly acquired factories which is inevitably low or middle grade machine operatives. These machine processes are utilizing young girls as operatives more and more, offer inadequate remuneration to men and are consequently shunned by boys and men of capacity in favor of the clerkship. C. The stable nature of the population, so far as boys are influenced by the occupations of fathers, is a factor in leading the city boy into few modern occupations requiring new skill and knowledge. In children of New Orleans 59 per cent of the fathers of thirteen-year-old boys and 86 per cent of the boys themselves are living in the city of their birth. D. The indirect influence of the old-type elementary school, academy and high school and college which in the South perhaps more than in the North remains under the control of teachers of the classical ring in education.

SECOND: VOCATIONAL GUIDANCE OF A VERY REAL KIND HAS LONG BEEN IN OPERATION IN THE SOUTH AND THE BEST ELEMENTS OF THIS GUIDANCE MUST BE CONSERVED. It is the rapidly changing industrial and occupational condition and growth of population that demands a

new organization. The genius of the South has always been for home-making. Apartment, hotel and tenement house life are innovations. The plantation home, the cabin and plot of ground of the slave, the city mansion or the humble cottage are all symbols of home life. Home, neighborhood, church and school associations have been and are potent factors in guiding the choice and opening opportunity for youth in the South. When such influences are intelligent and able to make mental adjustment with the times, they embody the strongest types of personal appeal in vocational guidance. This note is perhaps sounded by Superintendent Chandler of Richmond, who writes:

"I do not believe in the vocational guidance movement other than as it works itself out in the schools for definite work and the schools working to place these pupils."

And again by Superintendent Dobie of Norfolk:

"When pupils are graduated from the seventh grade of our elementary schools and are prepared to enter the high schools we offer them some five courses and endeavor to advise, direct, or assist them in making a choice suitable to their needs as to the course of study in the high school, learning as far as we can what they propose to do in life, and trying to prepare them, in this way, for it."

With the recognition of the necessity of some kind of definite efforts at vocational guidance throughout the country, certain dangers are apparent in the movement. In the first place there are quacks not remote in principles and practice from phrenologists, astrologers and fortune tellers. More reliable, but not good leaders, are the illuminists, who really understanding by investigation, something of the problems and methods of good, organized guidance, nevertheless almost unconsciously come to pose as self-authorized authorities, speaking ex cathedra. Then there are the job-seekers, who, collecting bundles of questionnaires, card indices, and notes at six weeks' summer schools, return to the grade or high school work of the local community, presently to appear as "lecturers" and even "specialists" and prospective directors and counselors for a local bureau.

It is indeed a difficult matter either for an individual or an organization to guide human beings successfully into their life work, so manifold and elusive are individual differences, so spotted with shoals are economic opportunities, so inadequate our expensive, slow-moving educational machine—and so ignorant are we of human nature. It is a delusion to believe because a proposition seems logical that the conclusion will prove satisfactory when applied to the individual human organism. It is a question whether theoretical, defective vocational guidance is harmful or worse than no guidance at all. On the other hand, our leaders and our efficient workers, many of them, have found their life work through the school of unchosen experience, that costliest of schools in which the survivors are a handful as compared with the multitudes who have succumbed to its curriculum. The waste of potential human productiveness, the presence of poverty, the absence of skill

and knowledge in industry, the pretense in the professions, the misfits, and the wreckage of hopes, ambitions and love itself—some of these of late may be charged to the lack of organized vocational guidance, a necessity evoked by the complexity of our present civilization.

PART-TIME SECONDARY SCHOOLING AND VOCATIONAL GUIDANCE

DR. PHILANDER P. CLAXTON
UNITED STATES COMMISSIONER OF EDUCATION

We are all becoming more and more conscious of the fact that if every individual in our society could find his or her work at which he or she would be most content, and where he or she could render the best service, producing with a given outlay or investment of capital of time and labor, strength and influence, the largest possible return, that it would be best for the individual and for all society; and that wherever any individual misses his or her particular work, the one thing which he or she might accomplish most, then that individual lives less happily, and will accomplish less in the world for his or her own good, and for the commonwealth.

I said we are beginning to become conscious of it, but others have surmised the same thing. The question of vocational guidance, as has just been said, is not a new one. Probably the most thorough-going treatise on it ever written was by one Plato who lived in the village of Athens some twenty-five hundred years ago, or thereabouts. In his Republic he devised a plan and set it forth in great detail, by which the children born to the state, belonging to the state and not to the individual parents, might all find their place, the thing for which they were best fitted—those who were fitted to be tradesmen might leave the schools after the schools and their teachers should find they were fitted only for tradesmen; that those who had the desire for making money, with a certain kind of greed for reputation without due regard for the truth might be made into merchants; and those who had certain great courage, were careless of life, and more or less fearless, might become the defenders of the state and be trained therefore as soldiers, and certain others that would have in just proportion all the qualities of mind—thoughtful and reflective minds—might become the rulers of this state, might become philosophers; and those after a good long service to the state, and living to the age of fifty years, and finding what they could do, and having something to give, might become the teachers and the trainers of the youth.

I believe we have no record quite so good as this, and there was much in it except for one thing, which I shall mention later on, that Plato with all of his thoughtfulness forgot (or rather had never thought of) when he wrote this. There was no reason why he should. Those most familiar with the history of education know that other great educators have had some such idea. Milton had it in his democratic way

in his school of agriculture—and above all other things, a good kind of agricultural school it was—where there should be one hour given every day to listening to the music on the great organ in the central hall of the agricultural school, and some might thereby find that they were better adapted for other things than agriculture; but they were to go on fair days through the country and out into the fields to watch the woodmen at work in the forest, and the carpenters at work on the buildings; and on days when it was not fair, into the shops to watch the workmen there, and they might have a try at it to see the thing they could best do.

Now, the one thing that Plato forgot, or never thought of, was that in the United States of America,—in our democratic society, industrial democracy, social democracy, political democracy,—with our Christian civilization, that there are at least two vocations that belong to all the people, and for which without as doubt every boy and girl must be prepared, or he or she will not live to as good purpose as possible, will not be as happy, and will not contribute his or her part to the commonwealth, and the first is the vocation of manhood or womanhood. Plato knew the little aristocratic, democratic community which colored into a beautiful civilization out of the dung-heap of festering humanity below him, and he never could conceive of that group becoming citizens and taking part in the government of the people. It was only the choice ones here and there that might perchance come from that, but they were to be selected for government in a different kind of democracy from that we know.

But our fathers fortunately, or unfortunately, have thrust upon us all the duties and responsibilities of citizenship, and every man must perform his duties, and every woman must also assume her responsibilities; and if we were able to select in a city like Boston, or Richmond, or New York, or elsewhere, the thousands and hundreds of thousands of boys and girls who leave school at the end of the compulsory attendance period at 12 or 13 or 14, still in the days of childhood, without the power of gaining the knowledge and training necessary for citizenship, and take their places in our democratic society, and without the possibility of getting the training and getting the preparation which their fathers did—at least a good many of us got—in the beautiful and simple and rich life of the country and the village—and these living not in the country or village, but born in the slums of the city, and never getting outside of its community, and getting into the schools, and getting into the shops—and at 21 years assuming the duties of citizenship, it would make the ripest possible condition for the surest possible reason for our final failure as a democracy; so that whatever we discuss, whatever we may make for vocational guidance, or finding the task, we must remember that all must have the preparation to take part in our ever-growing and more complex democracy of government as well as of industrial life. This we must be able to give, and we must be able to give to everyone a means by which he can really serve society, by

which he may be able to contribute to society and to the commonwealth as much as he takes from it.

In thinking it over, it has occurred to me that the combination of circumstances makes possible and demands one thing that not many of us have dreamed of yet, but which I have been bold enough, and bold enough tonight, to propose to you as a program for us here in the South, and the North, and anywhere in these United States, and that is the great body of boys and girls of the country and of the city, all of them so far as we can make anything universal, shall have education through the period that we call the high school age—shall have a formal school day through a period of middle and early adolescence.

It would be easy to show also in this period alone that it is possible to prepare boys and girls for the duties of citizenship in a democratic state and a democratic Nation. Democracy is government by manhood. It is government not by anyone who is born to rule by divine authority, and it cannot be in our democracy, which has outgrown all its precedents, any kind of government by imitation or by precedent. Every day a new problem is set for us, and it requires self-guidance on the part of the people. Self-guidance requires understanding, a comprehension of the fundamental principles of government and of institutional life. This kind of comprehension, this kind of understanding of great patriotic principles involved in institutional life cannot come to children during the period of childhood, before the years of adolescence, therefore if our democracy is to continue, and we are not to suffer—what Plato said would be one of the reasons why democracy should fail—then we must give instruction in citizenship through this period.

Now, then, as we must give also some preparation for a trade, some preparation for an occupation, and help the child to find its vocation, I believe this kind of combination will bring the three about; and we are certainly able, in this day of the low cost of living, to work out a problem like this. I said purposely "the low cost of living," because the cost of living has never been so low in the history of the world as it is today, measured by the one permanent standard, that which a given amount of labor will produce. Never before has a given unit of labor—and it is labor of intelligence—amounted so much in quantity, as today. May cost more money, and the quantity of living and the quality may be higher, but a given amount can be bought more cheaply today than ever before. Therefore, I think we need not say we are not able to keep children in school, through the adolescent period. For children in our cities—and it is possible in most of our cities; it is easily possible in our country districts—may by some kind of industrial direction, not by prohibition of child labor, but by the re-direction and wise direction of child labor, help to contribute to their support—if in the city, by the cultivation in back-yards, side-yards, or vacant lots, of vegetables and fruits, they may help to make the support of the family. If in the suburban communities there may be a larger amount. In the city they may find something to work at, as boys and girls did with their parents only

a generation or two ago, in the home, and every home then was a factory and workshop, and in the shop some kind of apprenticeship with simple tools; or if the school must provide, as some schools are now trying to provide, a means of occupation by which children may produce something with the hands, not alone for the training that will come from it, but because of the economic value of what he has produced; then the parents not having to carry their children as a dead burden wholly until the time of adolescence, the time when they would leave the elementary school, may be better able to send them in to school; and then if we may find some means by which the schools can adjust themselves to the conditions of the home and of industrial life, and if the industrial occupations will meet us half way—if some arrangement can be made by which children may work one week in the shop, and one week in the school, or one day in the shop and one in the school, or a month in the shop or in the field or wherever it may be, and one in the school, or half of the day in the shop, and one-half in the school, and that last would not be wholly bad for the schools, because a careful study made of schools in all parts of the United States has revealed the fact that elementary children actually work in the school, that is, give their attention to some part of the school work an average of two hours in the day, and children in the higher grammar grades an average of three hours in the day, and in the high school about four; and if the boys and girls of the United States, through the high-school period, work through the high-school years, work three hours a day for two hundred and seventy-five or three hundred days, and the remaining hours, four or five, at some useful, purposeful occupation, by which they would contribute to their living, they would accomplish more in the schools. If that kind of an arrangement can be brought about, if we may have part time school attendance and part time work in the shops, or in the fields, or in the stores, or wherever it may be, and children through a period of six years, from 12 to 18—because the high school should begin at 12, based on six years of elementary school—I am sure these same children can be watched carefully by their teachers on the one side, by their parents on the other, careful reports being required from those with whom, and for whom, they work, stating how they did their work, at what they seemed best fitted to do, and at the same time the children were required to observe themselves, and occasionally they were talked to, and with, by their employers, by their teachers, by the superintendent of schools, by their parents, and probably by the professional vocational guide for the school, then by the end of the six years it would be quite easy to make up clearly and accurately some opinion as to what the child would best be fitted to do, at what it would be happiest, what its constitution and make-up, its general knowledge, fitted it for best.

I suspect most of us who succeed in life have passed a period in which we were a "jack at all trades," when we tried ourselves first at one thing and then another, and probably gained some kind of skill we found useful, and probably a few of us have really succeeded in life at the thing we thought we would succeed in.

I happen to be the father of a number of children. I have watched them with some degree of care, and I am quite sure that I have studied the problem of what children are best fitted for at 14 years of age, but I could not have chosen the best occupation for any of my own children. I know people who think they can talk with them half an hour and show them what they can do. They may be able to. I could tell them what they could not do possibly, and I might determine the thing which they could best do by the process of elimination; but during this period of the high school the teacher might constantly or occasionally give them some idea of what the various occupations require. They do not know what the boy will be finally. They do not know what the opportunities in any particular line are. They do not know what knowledge is required to succeed in any particular thing. They do not know how much persistence it is going to require, and a part of the high-school education of every child—and may I say of those who are not going into the high school, if there must be such, during the last years of the grammar grade, between 12 and 14—a good part of the work of the school and a large part of their course of study ought to be of the various occupations which will probably be open to them in their community. As to what those occupations do require, as to what kind of qualifications are necessary, and how long one must be at them, what kind of preparation is necessary, what they may hope to accomplish thereby, what will be their relations to society, how much of the time they will have at home, and all of these things that are necessary to enable one wisely and carefully to choose the thing, not only for the service he may render, but for the joy he may get out of it; and one other thing might go with it, to show the relation of each of these particular occupations to society, and in which way he can best serve it, because no one is likely to succeed very well in any occupation in the world, and especially in the great occupation of citizenship in life, who has not early—certainly in the adolescent period—formed a desire and determination that he will serve society well and so live that society will be a little bit better because he is living and working in it.

Now I have talked in a very rambling kind of way of a subject which is much larger than twenty-five minutes, and much larger than we can probably grasp at once, but I have tried to put it to you as simply and effectively as I could. I believe we are coming to it.

If time permitted—it does not—I would like to call your attention to the fact that we have come now in our development in this country to the time we can no longer justify ourselves in taxing all the people for the education of the children, and then selecting those who need least and giving them the most, and those that must perform the same duties of citizenship and make their own living, and serve in society, but have less native ability, we will be content to give them less and less and let them drop out of our schools and away from our influence before the time they can be prepared for citizenship, or for participation in an industrial democracy.

SOME ITEMS TO BE CONSIDERED IN A VOCATIONAL GUIDANCE PROGRAM

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I ought to preface the few, somewhat unrelated, points which I wish to mention by confessing that I am not a teacher, but a looker-on.

Vocational guidance for child labor is a grotesque travesty that we set aside. Vocational guidance for youth must assume great responsibility in a great field. It must accept the necessity of knowing the vocational opportunities, of knowing their character as to healthfulness, suitability for youthful muscles and minds, remuneration, markets, promises of development. It must accept responsibility for individual study of children with reference to physical and mental aptitudes. This must be a part of education and no ex post facto guidance in disregard of the guide's earlier knowledge of children individually is worthy of our thought.

This is not a task for busy teachers, or an incidental occupation. It is the most responsible and hazardous task the school has undertaken since compulsory education.

It requires—what do not exist—standards for the various occupations. It has been pointed out repeatedly of late that we have almost no scientific knowledge of the effect of various types of industry upon mind and muscle. The time has come when these must be secured if the school is to assume the responsibility of determining the character of the child's working life. Hence one may expect, through vocational guidance, excellent contributions to the studies necessary to fix industrial standards.

The early vocational education, preceding attempt at specialization, must foster flexibility and self-control, both of mind and muscle, as the basis of discipline and order.

The new schools must rise above Sir John Gorst's description of English schools:

"Our system is to do our best to kill all the child's natural gifts, all its imitation, all its curiosity, all its desire for knowledge. We do this by putting it into a class where it is obliged to sit still and not allowed to speak. If it does speak, it is ordered to keep silence till it is spoken to."

In other words, is it not true that children must be so taught that youth can be guided, not driven, and the guidance must be based on long watchfulness? The guidance must be such as to give the child his head in the end.

To my mind, the schools have thrown away priceless opportunities to dignify work and to teach it. Thus the janitor is now a tyrant or

a drudge. He should be a teacher. His work could be made to serve all sorts of technical training ends. I once visited a public school in the better residential quarter of Tokio, which the children of professional people attended, because, as we are told, their parents wanted them to have the discipline. In going about we met two nice lads with scrub pails—it was their turn to keep a certain space in order for that week. Of course, it would be more trouble to have the school children cook and serve and clean up the daily luncheon than it is to have the local ladies' club direct hired people, but which would be more educational? Ought there to be one bit of work about a school not done properly by pupils under the guidance of expert teachers?

Thus far I have spoken in general. There is one special item to which I beg to call attention:

The single, most important industrial interest in this country, is that of 13,000,000 women who are engaged in the occupation of carrying on the households of the country. As an industry it is disorganized, feeble and ignorant, yet its workers, as poets and politicians love to say, hold the destiny of the nation in their hands.

What are we doing for their guidance, or for their technical education? Occupational guidance for girls must, in justice to them, and to the nation, be preceded and accompanied by training in the richly varied arts of the household, including especially the art of distributing and spending an income. Such training may begin early, but it cannot conclude until there is some ripeness of judgment.

I do not mean to belittle Little Mothers' classes, and cooking classes, and sewing classes, and other admirable little classes, but it seems to me that the truth is, the whole field of girls' training has been singularly belittled, and the fault is far more with our colleges and universities than with primary teaching. We must all come to recognize the manifold tasks of the head of a household as parts of a great technical art, to which the whole field of science shall be laid under tribute. When that day comes, the girls of this country will have, not fewer, but richer opportunities in school and in occupation. We shall establish great graduate technical schools as centers of research, and sources of practical training.

Finally, let us not depend too much upon compulsory education. The most practical vocational education in the world, I believe, is that which the United States is carrying on in the Philippines. They have no compulsory education laws, because they do not need them, because the schools compel by offering education which gives the boys and girls a better standard of life and the skill with which to secure that standard. A continuation school that is not able to command the attendance of boys and girls by the merit of its offerings has no excuse for existence. Compel employers, but let us not take for the school the primrose path of compelling scholars. Let the school offer classes so plainly attractive that they will be besieged by those eager to come, and they will be so besieged if they can interpret and dignify life.

A BRIEF STATEMENT OF THE WORK OF THE VOCATIONAL BUREAU AND THE JOINT COMMITTEE FOR VOCATIONAL SUPERVISION

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ORIGIN AND HISTORY OF THE JOINT COMMITTEE FOR VOCATIONAL SUPERVISION

Each year in Chicago from fifteen to eighteen thousand children between the ages of fourteen and sixteen leave school to go to work. The vast majority enter low grade industries uptrained, unguided, unguarded, where they average less than four dollars a week while at work, where they shift from job to job with consequent loss to industry and to themselves.

It was to prevent this waste that the Bureau of Vocational Supervision was established in 1911 by the Joint Committee, organized by the Chicago Woman's Club, the Woman's City Club and the Association of Collegiate Aluminae. The committee grew rapidly, and at the end of the year numbered more than two hundred individual members and delegates from twenty clubs. At present the membership list consists of two hundred and thirty-nine members and representatives from thirty-one clubs.

In November, 1913, the executive board was enlarged to include representatives from the Vocational Committee of the City Club, the Chicago Association of Commerce, the Chicago Woman's Aid, and representatives of industry.

In 1911-12 up to May 15 there was but one full-time worker employed by the committee. At the latter date another worker was added. During 1913-14 the staff has numbered four full-time workers assisted by volunteers.

In March, 1913, after two years of experimental work, the Board of Education took over the Bureau to the extent of supplying an office in the Jones School, with clerical assistance and telephone service.

WORK OF THE BUREAU

Two years ago a boy of fourteen years graduated from the eighth grade and secured his working certificate. He came from a comfortable home. He might have gone to high school had such a plan been suggested to his parents, who had simply taken it for granted that he should go to work after graduation. The boy wanted to learn a trade. After several years of searching he found a job as errand boy in a printing shop, at five dollars a week. Here he thought he might have a chance to advance, but at the end of a week a boy who had previously worked there returned, and John was dismissed. The next day he saw a sign "Boy Wanted" in the window of a wholesale millinery establishment. Here he ran errands and did some packing and general work, at

a wage of four dollars. A boy with whom he worked told him there was no chance there and that he would never earn more than six dollars, so he left. Weeks of idleness followed. He next found work in a dyeing and cleaning establishment at four dollars and a half, but left after a few weeks because he heard of a better job in a florist's shop. Perhaps it was a better job—he earned five dollars and a half, but the work was temporary, lasting only through the rush season during the holidays. When he was discharged he went to an engraving shop, where he earned five dollars a week. One day a man said to him: "Come along, I've got an office job for you." The office job consisted of running errands, answering the telephone and sweeping the floor in a small manufacturing concern. At the end of three weeks the firm moved out of the city, and the boy was again on the street looking for work. During these two years he had received no training; he had done nothing to stimulate his intellect and he was less prepared for learning a trade than he was two years before.

This story is typical of thousands of children who leave school today, and it shows the problem which the Bureau of Vocational Supervision is trying to meet by reaching these children as they leave school, by advising them, returning them to school when possible—for there are many who need only a little encouragement and there are some who need no encouragement but a small scholarship—placing them in positions if that is the best that can be done for them, and supervising them after they have been placed. The Bureau's obligation to the child who must work should not end at fourteen, but should continue until he is seventeen or eighteen years of age, for the child who goes to high school is cared for and protected until he is eighteen.

INVESTIGATIONS

In undertaking work of this sort it is necessary to make a thorough investigation into opportunities of employment open to children, visiting the shop, the office, the factory, the labor unions, the manufacturing associations, and gathering all information possible from children who have already worked. It has been found that there are very few positions that offer even a little training to children under sixteen years; that usually the only skill required in any of the work is speed; that many employers do not want children under sixteen years of age because the law permits them to work only eight hours a day, and because they are so small and unreliable, that it is not worth while to bother with them; that some employers in the very unskilled work prefer children of fourteen because their fingers are more flexible and they can work faster. Reports have shown that much of the work open to children under sixteen is seasonal; that the children under sixteen are nearly always the ones who are laid off; that the average child works about one-half the time during the two years between fourteen and sixteen, and that the average wage is not more than two dollars a week. For this paltry sum these children are giving up their right to school-time and play-time, their right to education and training.

Since the number of vocational supervisors is very small the work of the Bureau has been limited to a selected number of schools. In these schools no child receives his working papers unless he has first talked with the vocational supervisor, and the parents of the child have been seen at the school or visited by the supervisor at the home, and an effort has been made to retain the child in school.

It is found that many parents are indifferent, not caring whether their children are in school or at work—as is the case of one mother, who said, "Mary might just as well be wearing her clothes out working as going to school." Others are ignorant of industrial conditions. Still others who can afford to keep their children in school take them out on their fourteenth birthday because the law gives them that liberty. Such parents are accumulating property and the education of their children is sacrificed for a house or lot. It takes so little sometimes to return a child to school, to make the parents see the advantages of further education after telling them of the conditions that face the child of fourteen who leaves school to go to work.

In the schools in which the work is carried on, children about to graduate are advised regarding further training and encouraged to continue their education. Talks are given in the sixth, seventh and eighth grades emphasizing the advantages of education from a business standpoint, and showing that the demand is nearly always for boys or girls over sixteen with at least a grammar school education, and that the earning capacity of those who have had a technical or commercial training is much greater than those who have completed only the eighth grade.

As the supervisors are able to return to school about twenty-five per cent of the children who come to them, it is quite obvious that all children leaving the elementary school should have access to the Vocational Bureau. One of our principals always sends the children in her school who ask for working certificates to the Vocational Bureau with the result that many children return to the school for further training. One day she asked a boy why he had returned, and he said: "The lady you sent me to said if I wanted to work in a bank I had better go to school a while longer."

The following letter is sent to the parents of those children who have just left school and have come to the Central Bureau seeking employment:

DEAR SIR OR MADAM:

Your (daughter or son) informs me that (she or he) does not expect to return to school. There is little chance for boys or girls to secure good work until they are sixteen years of age. The trades never admit boys under sixteen, and few offices will employ boys or girls so young.

As a result, children who leave school at fourteen are compelled to take up factory or errand work. This work may offer a good wage at the beginning, but it gives no training

and does not prepare the boy or girl to earn a living in later life.

Much of the work open to children is seasonal, and the boys or girls are generally laid off after a few weeks. The result is that the majority of children work about half the time until they are sixteen. The rest of the time is spent in idleness, and they are on the streets where they often get into trouble. By the time they are sixteen they have little desire to work. At the present time there is very little work of any kind. For months to come children will not be able to find employment.

Since these are the conditions, we would like to help you in urging your child to continue in school until she is at least sixteen years of age. The schools offer training which prepares for work in a trade, including dressmaking, millinery, etc., for girls, and carpentry, electrical and machine-shop work, pattern making and mechanical drawing for boys, or for office work, including stenography, typewriting and book-keeping. Two more years of training will mean increased wages later.

We shall be glad to talk with you concerning future plans for your daughter or son if you will call at the office of the Bureau of Vocational Supervision at the Jones School, Plymouth Court and Harrison Street, any morning between 9 and 12 o'clock.

Last summer a mother came to the Bureau in response to this letter. She brought with her, her boy of fourteen who had completed the Seventh Grade in school. He was a bright, active boy, and the mother was anxious for him to remain in school. The teacher had advised him to leave school "because he had too much energy." This is no criticism of the teacher, for she knew that particular school did not give the child what he needed, neither did she know what industry had to offer the boy.

The boy found work in a small office, where he was alone the greater part of the day. His only task was to answer the telephone occasionally. The mother said, "If that boy has too much energy to stay in school he has too much energy for that job."

After a talk with the boy it was thought best to send him to Lane Technical School. He has made rapid progress and has been allowed to take some of his work in high school. He is now planning to take a four-year technical course.

PLACEMENT

But these children need more than advice. When the time comes for children to go to work, when there is no hope of keeping them in school longer, then they need help in choosing a job so as to prevent the wastage that comes to them and the employers from their own haphazard choice. Given, on the one hand, the knowledge of the child gleaned from the home, the school and the child himself, and on the other, the knowledge of industrial opportunities with regard to their

suitability of employment for children, the task is to adjust the one to the other.

In the placement of each child the Bureau has been in close touch with the teacher, with the home, with the physician and nurse, and the agencies familiar with the home conditions. This is necessary in order to have a better knowledge of the child's physical, mental and moral characteristics, so that he may be placed in the work for which he seems best fitted.

"FOLLOW UP"

The obligation does not end when the working certificate has been granted and the child has been placed by the Bureau or has found his own job. In order to have a relationship of mutual satisfaction between the employer and the child it is necessary to follow up each child who has left school. This follow-up work has meant keeping track of each child at his work and bringing him in touch with educational centers, evening schools and settlement classes, by letters, by visits to the home in order to find out the attitude of the home towards the child's work, by visits to the employer, and by personal interviews with the child. As a result of such supervision fewer children leave their jobs.

One boy notified the Bureau that he was going to leave his position because he had been asked to scrub the office floor in the absence of the scrub-woman. He was encouraged to stay with the firm, and the next week his wages were raised.

A girl wrote that the work she was doing was too heavy and she expected to leave her position the following Saturday. She was asked to talk with her employer first, and she was given work that was not so hard for a growing girl.

Since the Bureau was established three and a half years ago, the work has grown and broadened and has demonstrated its usefulness. Only one-seventh of the children who left school last year had access to the Bureau.

Principals have asked that the work be extended to their schools; the library branches have asked if they may send children who come to the libraries and who are not working to the nearest school center where office hours are held. But the supervisors cannot adequately take care of all the children who now come to them.

It becomes more evident each day, to the supervisors, to the school and to the employers, that the Bureau should be enlarged to meet the many demands. It is a work that not only gives the child a start in life, but it benefits the employer, and in the end the community, by saving the health and character of the child.

A TYPICAL STORY

Three and a half years ago, Stanley, a boy sixteen years of age, came to the Bureau. He was one of six children and next to the oldest. His brother of nineteen had left school at the earliest possible moment—

he had drifted from one job to another and had become a casual laborer. His father, too, worked spasmodically; he had never learned a trade; he had not been taught to do anything well. Stanley was working in a box factory carrying boards, and earned six dollars a week. He was sent to the Bureau by the United Charities, who had been assisting the family from time to time, to see if he could be placed where he would learn something so he would not follow in the footsteps of his father and his brother. He had graduated from the eighth grade and was found to be very eager and ambitious. He wanted to learn the printing trade. A place was found for him with a good printing firm at an initial wage of five dollars a week. He has been in this shop over three years, and he is earning fourteen dollars a week.

Two years and a half ago Stanley sent to the Bureau, his brother Joseph, who had just left school at the age of fourteen, having finished the seventh grade. Joseph was encouraged to return to school and complete the eighth grade. A year later he applied for work. He, too, thought he would like to learn the printing trade. He was told that he could not be placed in a printing shop until he was sixteen, but a temporary position was found for him in an office. When he reached his sixteenth birthday he was transferred to a printing shop at a wage of five dollars. He has been in this shop nearly a year and is now earning seven dollars a week. He recently reported to the Bureau that he had the promise of an increase of one dollar and a half a week at Christmas time. He and his brother have been attending the Lane Technical Evening School for the last two years.

Because these boys were given a little advice and assistance, they are not only learning a trade and are happy in the work they are doing, but they are able to support their family, which is no longer a burden to the community.

THE YOUNG MEN'S MUTUAL IMPROVEMENT ASSOCIATION

MR. B. H. ROBERTS

SALT LAKE CITY, UTAH

I ought to say to you that I am merely a layman in respect to this work in which you are also deeply interested, and I represent merely a layman's movement in regard to this work of vocational guidance. It occurred to me, however, that you might be interested in what laymen were trying to do out in our section of the country, and I am all the more pleased with this opportunity of presenting to you some items of our work, because apparently I happen to be the only one who represents that great mountain country that Prof. Elliff referred to as "lying between the Missouri river and the Pacific coast," in which there are some people worth while considering.

I represent an organization having for its purpose the intellectual, cultural, moral and physical guidance of the youth of our community,

known as the Young Men's Mutual Improvement Association. It has existed since 1875, and now numbers between thirty-two thousand and thirty-three thousand, half of whom are between the ages of 12 and 18. The field of its activities relate to prescribing annually a reading course and directs athletics and field sports. It directs contest work and music, literature, story telling and debating. It directs in boy scout work and has more than 1,000 scouts who are affiliated with the National Organization of the Boy Scouts of America. The nature of its work may be judged somewhat by its manuals in its senior classes for the past four years. In 1910 and 1911 the main subject for the advanced class in this organization was "The Making of a Citizen." In 1912-13, "The Individual and Society" was the theme. In 1913-14, "Man in Relation to His Work." In 1914-15, "The Vocations of Men." You will observe these last two titles have a direct relationship to vocational guidance, and during the last two years we have taken up this work. When the National Education Association met two years ago in Salt Lake City, it gave a very great impetus to industrial education in our region of the country, and also about this matter of vocational guidance, and consequently our activities in regard to seeking to create interest chiefly in that line of work had its origin with the advent of the National Education Association in our city.

This organization has seven hundred associations. These are grouped into districts from six or eight to fifteen associations. In a group with a district superintendency, of one superintendent and two assistants and a small board of say from three to five or seven. The board never exceeds the number of seven. The Association organization consists of a president and two assistants, and a secretary and class teacher, treasurer, librarian, committees, etc. The vocational guidance taken up by this organization so grew out of the movement. The Middle West like other sections of our country, has felt the need of doing something in this direction, and we have felt the need of industrial education and also of vocational guidance. Our high schools, the State Normal schools and Agricultural college have made some effort—a very creditable effort—to meet these requirements, and I must say that the sentiment is very strong out in our region of the country for industrial education for the reason that our pioneers who settled that country were men of strong, practical common sense, and encouraged from the first, industrial education. And it was something of a maxim with us that not only should the head be educated, but the hand also should be made skillful.

Little has been done, however, in the matter of vocational guidance. It will likely be some time before much is done by our schools. Though ultimately our schools, elementary and secondary, will become the most efficient agency for that work, so you will understand this is "primary" work our organization is undertaking, and is sure to create interest in the city looking toward the necessary legislation and the adoption of methods in our schools for carrying on this work. Our main purpose is to agitate the interest of establishing such guidance through our schools. In the meantime, however, we are at work on this subject, and in each of the

districts that I have described as being presided over by a general superintendency and small board of assistants, in each of these districts we have appointed a vocational director who has general supervision of such work as we are undertaking. And then in each of the association organizations we have what we call a vocational counselor. Of course you will recognize at once here is where we feel our greatest difficulty, to find suitable persons to give the guidance, but we realize the truth of the old maxim, that there is no arrival unless you start, so we have made the start, even if in a new way; and to begin with we appointed the president of our associations to be also the vocational counselor of the association until some suitable person could be found.

We followed that work up and have succeeded in putting into the association men in whom we have considerable confidence in the matter of judgment and skill. We have appointed 225 such vocational counselors, and in this we have a suggestion to make to this body for consideration, and that is: not finding in every case professional teachers to take up this work, teachers from our high schools, and from our grade schools, we went to men of experience, especially to those men who had been successful in guiding their own sons in industrial life, and engaged their interest in the work, and succeeded in getting a fine response from men of this description; and it is our observation and judgment that we shall often find the men of experience of this class, men who are very valuable in the work; and in our community we have found a ready response of that kind.

In addition to that matter, there is another phase of this vocational guidance that we have found of great value and interest to us, and that is the coupling in the minds of our people the notion of avocation along with vocations. We are calling attention to the fact that no man ought to be content with just the narrow life that would accompany a close adherence to merely the vocation by which he obtains his livelihood, and we give encouragement to men to couple with their vocations some avocation, cultural in its character, or perhaps of financial benefit, or of community service; and here we think we shall find perhaps a permanent field for activity for these associations of ours because there will always be in every community a large number of people who are so full of contempt of tools and to the trades and to such narrow occupations, that unless there is something to relieve the burden of such a life, the life isn't going to be as full and rich as certainly it ought to be. We recognize the truth of a statement that is credited to Demosthenes, wherein he said he could never believe that your spirit is generous and noble, while you are engaged in fighting.

Now then, from that principle we arrive at this conclusion. There is certainly absolute necessity for ennobling in some way the lives of those who are contemptuous to the career of the laborer and perhaps even of the trade. The architect who carries in his mind the splendid vision of the structure he is making, of course has this ennobling influence in his life. His vision of beauty and glory, combined in the structure he is rearing is certainly great in its character, but the fellow condemned

to the laying of bricks in a wall has no such vision to ennoble his life. The thing is to furnish something that will put sweetness and strength and breadth into the life of the common laborer; so in pursuance of that ideal we are urging the adoption among our laboring people of the pursuit of some avocation in connection with their vocation, and we think in that direction we shall perhaps find great work for our organization. I thank you for this hearing.

THE WORK OF THE VOCATIONAL SCHOLARSHIP COMMITTEE

MARGARET BROWN

SECRETARY HENRY STREET SETTLEMENT, NEW YORK CITY

The Committee for Vocational Scholarships was organized at the Henry Street Settlement in the Spring of 1908 for the purpose of giving two years of vocational or trade training to children whose parents could not afford to keep them in school after the time when they might legally go to work. From actual personal knowledge of large numbers of individual children, corroborated by the investigation made for the Settlement by Miss Mary Flexner, of one thousand children, it was realized that the child who goes to work at 14 years of age, in most instances, enters a blind alley job. To merely advise the children of very poor parents to remain in school for vocational training after the 14th birthday is of little avail, and so the plan of scholarships was devised.

As a result of Miss Flexner's investigation and the personal observations referred to, the Vocational Scholarship Committee was formed. It decided to award scholarships of \$3 a week or \$150 a year, for two years of definite vocational training in such instances where the family could not afford to give the child such training, and where it is dependent upon the small weekly wage earned by the child to augment its income.

As the Scholarship Fund is limited, the policy of the Committee when awarding scholarships, is to put the emphasis on the exceptionally talented child, the physical immature child, or the oldest child in the family, who if skilled, will raise the standard of efficiency of the other members. In deciding upon the scholarship application, the committee usually favors the child of the widowed mother, or the physically handicapped father. It is in these homes that the economic pressure is the greatest.

Applications for scholarships come from all parts of the city, and through every channel, from school teachers, school visitors, charitable agencies, district nurses and the settlements. The method of selecting the applications is as follows:

The secretary visits each scholarship applicant in the home. The conditions are carefully noted; when necessary, other agencies are consulted who may have come in contact with the family, and thus a complete social history of the home is obtained. The secretary then

visits the school which the child is attending and talks over with his teachers his aptitudes, interests and ability. Most important of all is the evidence given by the applicant himself from a sympathetic talk with him. After ascertaining all the knowledge possible on such brief acquaintance, the facts are presented to the committee at its monthly meeting.

Every application is painstakingly examined, and from the many presented a selection is made of a few children for whom there are available scholarships. From the facts presented by the secretary the committee is able to advise which trade or vocational school gives promise of being the most suitable for the individual. The children have been sent to almost every available vocational school in the city which meets our needs.

The girls are learning dressmaking, millinery, hand-embroidery, sample mounting, box making, costume designing and illustrating, and several are taking commercial courses and mechanics. A few children are kept in the public elementary schools until they graduate before being sent to a trade school.

Each child who is receiving a scholarship, comes to the Settlement once a week for a personal interview with the Secretary. Together they talk over the week's work in school, the studies which are particularly difficult and those that are enjoyed the most. Often the child is invited to come to the Settlement study room because the home is too noisy for concentrated work. The scholar's physical condition is carefully watched, and if necessary he is taken to the dispensary to have his eyes examined or perhaps his teeth filled. Provision is made for the child's social life in a Settlement club whenever possible. Frequent visits to the home and school are necessary to insure proper supervision, for it must be remembered that these boys and girls come from homes where the financial pressure is constant and reacts upon the child's school work. He sometimes becomes discouraged and is occasionally tempted to leave school for a temporary financial advantage.

Records are carefully kept of the seventy-five children who have finished their training and gone to work. The comparison of their wages with those of fifty-one children of the same age taken from the records of the Alliance Employment Bureau in the city, is a most interesting one, and proves conclusively, at least for this small number, that the children who have had two years of training are able to earn a much higher wage than those who go to work without previous training. The average wage of the untrained children who have been working six months is \$4.30 a week, and that of the trained children is \$6.85. Of the children working one year the average wage of those untrained is \$5.10, that of the trained children is \$9.50. Of the children working two years the average wage of the untrained children is \$5.85, that of the trained children \$10.24.

The first year the committee gave one scholarship. This number was gradually increased until in the present year the Committee is granting one hundred scholarships, and a total number of one hundred and seventy-five scholarships have been awarded during the six years. Seventy-five of this number are now working. Eleven have continued in school without the scholarship after the first year because their families in the meantime have become somewhat more prosperous and could themselves afford to keep the child in school.

CONSTITUTION.
OF THE
NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

ARTICLE I

NAME

The name of the organization shall be the National Vocational Guidance Association.

ARTICLE II

PURPOSES

The necessity under our modern complex conditions of leading the child to discover his possibilities and of affording him opportunities for exercising them in those industries or professions in which his capacities may find the fullest and most effective expression leads to the formation of this Association. Its object shall be to engage every agency that has to do with the education or employment of young people in a cooperative attempt to realize this purpose.

This Association will attempt to give a stronger and more general impulse and more systematic direction to the study and practice of Vocational Guidance than has heretofore been given; to establish a center or centers for the distribution of information concerning the study and practice of Vocational Guidance; and to enlist the public schools in the practice of Vocational Guidance as a part of the task of education.

ARTICLE III

MEMBERSHIP

Any person or organization interested in the subject of Vocational Guidance shall be eligible to membership on the payment of annual dues.

There shall be two classes of members.

ACTIVE MEMBERS:—All those who pay annual dues of \$1.00.

SUSTAINING MEMBERS:—All those who pay annual dues of \$5.00.

Each member will be entitled to a copy of all the publications of the Association issued during his or her membership.

ARTICLE IV

OFFICERS

The officers of the Society shall be a President, a Vice President, a Secretary, a Treasurer, and an Executive Council consisting of the above officers and five members.

THE PRESIDENT shall preside at all the meetings of the Association and of the Executive Council and shall perform the duties usually devolving upon a presiding officer. In the absence of the President, the Vice President shall preside and fulfill the duties of President.

THE SECRETARY shall keep a full and accurate report of the proceedings of the general meetings of the Association and of the Executive Council, and shall conduct all necessary correspondence.

THE TREASURER shall receive, and under the direction of the Executive Council, hold in safe-keeping, all money paid to the Association, and shall expend the same only upon the order of the Council; shall keep an exact account of his receipts and expenditures, which account he shall render to the Executive Council when requested.

ELECTIONS

The President, Vice President, Secretary and Treasurer, shall be elected by ballot at the annual meeting of the Association by a majority of those present. At the meeting of 1914 the members of the Executive Council shall be elected for one year, for 1915 they shall be elected for one, two, three, four and five years respectively; at each succeeding annual meeting one member shall be elected to serve five years. Election shall be by ballot.

DUTIES OF EXECUTIVE COUNCIL

It shall be the duty of the Executive Council to provide for the investment of all funds of the Association; to issue orders on the Treasurer for the payment of all bills incurred by the Association, and to conduct such other business as may be delegated to it by the Association, and to report to that body when requested. The Executive Council shall appoint such standing and special committees as provided for.

ARTICLE V

MEETINGS

The annual meeting shall be held at such time and place as the Executive Council shall decide.

ARTICLE VI

COMMITTEES

There shall be a Membership Committee, a Nominating Committee and such other committees as the Association may deem necessary.

ARTICLE VII

AMENDMENTS

This Constitution may be amended by a two-thirds vote of all members of the Association present at any annual meeting, notice of such amendment having been given at the previous annual meeting or the proposed amendment having received the approval of the Executive Council.

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